

ANNUAL MEETING

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MARYLAND STATE TEACHERS'  
ASSOCIATION

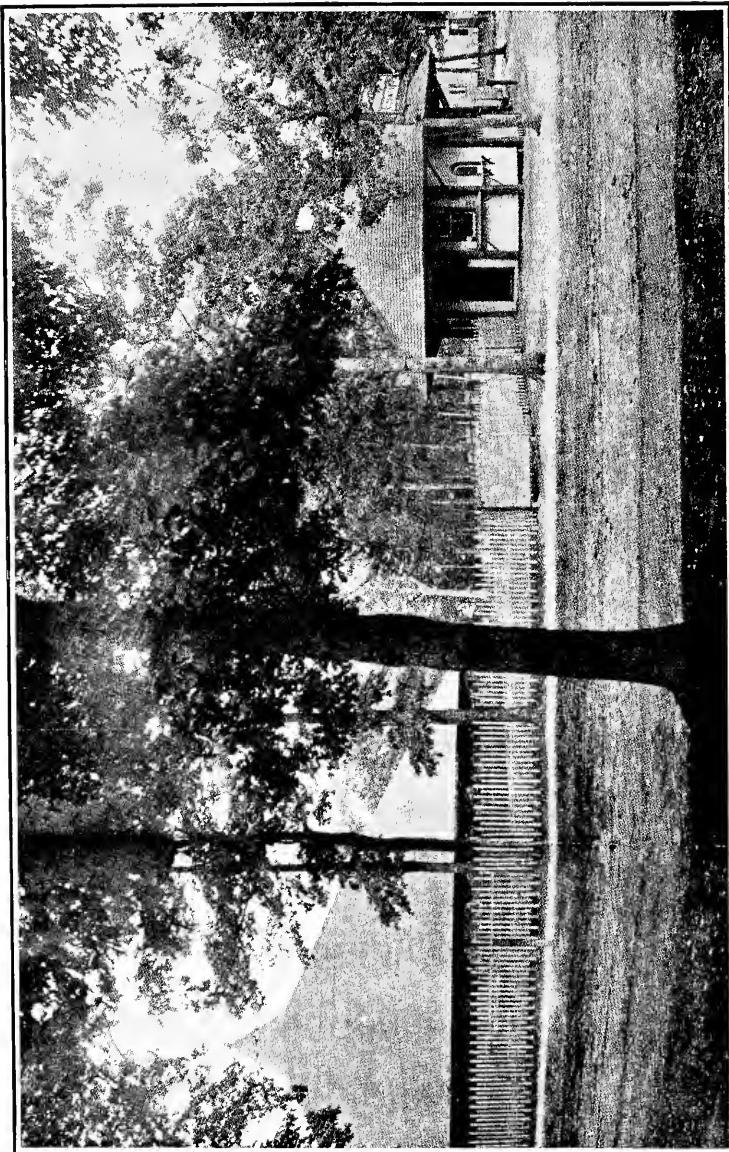
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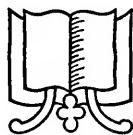
FORTY-SECOND  
ANNUAL MEETING

OF THE

Maryland State  
Teachers' Association

MOUNTAIN LAKE PARK, MD.

JUNE 29—JULY 2



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## Maryland State Teachers' Association.

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### OFFICERS:

SARAH E. RICHMOND, PRESIDENT,  
Baltimore.

ROBERT H. WRIGHT, FIRST VICE-PRESIDENT,  
Baltimore.

EARL B. WOOD, SECOND VICE-PRESIDENT,  
Rockville.

ALICE McCULLOUGH, CORRESPONDING SECRETARY,  
Laurel.

JOHN E. McCAHAN, TREASURER.  
Baltimore.

HUGH W. CALDWELL, SECRETARY,  
Chesapeake City.

### EXECUTIVE COMMITTEE:

GEORGE BIDDLE, CHAIRMAN,  
Elkton.

HOWARD C. HILL,  
Cumberland.

ANNIE E. JOHNSTON,  
Ellicott City.

E. H. NORMAN,  
Baltimore.

MICHAEL R. STONE,  
Faulkner.

1909

Department of Education

State Superintendent's Office,

Annapolis, Md.

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INTRODUCTORY.

The forty-second annual meeting of the Maryland State Teachers' Association, held at Mountain Lake Park, Garrett county, June 29, 30 and July 1, 2 was in every respect a success and some of its features were highly unique. When the executive committee announced that Mountain Lake had been chosen for the meeting place there was considerable apprehension lest this far away resort would fail to attract many teachers and consequently the enrollment would be disappointing. The discernment of the committee can no longer be questioned since the enrollment breaks all records and by common consent the meeting was otherwise enjoyable and profitable.

Perhaps it would be unfair to give the entire credit for the largest enrollment in the history of the association to the *place* of meeting. We must not forget that our energetic secretary "worked overtime" to enroll new members and our first lady president was unusually active in cooperating with the secretary and the executive committee to bring about the obtained results. It is due Miss Sarah E. Richmond, the first female president of the association, to say herewith that it was a unanimous opinion of all present that she met, efficiently, skillfully and graciously every duty and task and that the association never had as its presiding officer any one more capable or satisfactory. Who can say that this just recognition of the gentler sex in matters educational did not have its influence in making Mrs. Ella Flagg Young superintendent of the schools of Chicago?

These happenings are significant and should cause our male educators to realize that if these most desirable positions are to be filled by men they must be willing to "pay the price;" in other words they must merit selection for and retention in such positions.

We deserve to have an enrollment of one thousand at our next meeting. It is an easy matter to predict such an increase but it will require some work by all to bring about a realization of this claim. Of course every teacher should be a member, but *every* teacher will not join. By patient work the number of members, during the last ten years has increased from

two hundred to more than three times that number. This is encouraging and should spur us on to greater effort. Remember we are to work for an enrollment of *one thousand* members for 1910!

The Maryland State Teachers' Association is neither an institute nor a summer school and we ought not to expect its work to be in every way similar to these adjuncts of the teaching force. The sessions of the association at its last meeting treated one school subject along broad lines, a different phase of the subject being developed at each session. This seems to be enough of definite pedagogy for the association unless the afternoon department sections should care to give emphasis to it. The general sessions in the main should be for entertainment and inspiration and strictly pedagogical instruction should be secondary. Teachers need recreation just at that time and the opportunity must be afforded for social intercourse and an interchange of views. The social element must always be an important feature of the State Teachers' Association's meeting. Representatives from State Teachers' Associations of Virginia and West Virginia attended our meeting this year and their presence added much interest to the proceedings of the association and made the occasion more enjoyable because of their pleasing personalities. This innovation is a good one and should be encouraged.

An unusual feature of this meeting was the presentation, by the school officials and teachers, of a beautiful diamond scarf pin to the state superintendent as an evidence of their appreciation of his cooperation with them to improve school conditions in the State. I wish to take this opportunity to say briefly that this generous and extraordinary recognition of the small service I have rendered the State in helping our officials and teachers to meet and consider the problems of education and teaching, has given me more real joy than can be imagined by the good people who made the gift. May there come to each member of the association during this year some evidence that his or her work is appreciated.

Respectfully submitted,

M. BATES STEPHENS,

*State Superintendent.*

Annapolis, Md., August 10, 1909.

## Maryland State Teachers' Association.

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TUESDAY EVENING, JUNE 29, 1909.

The meeting was called to order at 8.15 P. M. on Tuesday evening, June 29, by the President, Miss Sarah E. Richmond.

Prayer was offered by Dr. S. Simpson, of Westminster, as follows:

Almighty God, Father of our Lord Jesus Christ, the giver of life and salvation, in whose hands are the destinies of all peoples, unto Thee we make our prayer, and humbly ask Thy favor and protection and guidance in our deliberations.

In work, in recreation, and in all the walks of life, we acknowledge God as our Father, to Him we must give an account for the deeds done in the body. We pray for Thy blessing. We hope that Thou wilt forgive us for our shortcomings, and mercifully restrain us from trespassing against Thy law.

We pray that Thou wilt give us Thy faith, so that the deliberations of this convention will advance the interest of public education in Maryland, and will promote individual and civic righteousness among our people.

We pray that Thou wilt bless the State Superintendent, the President of the Association, and all the school officials and teachers of our State. Grant to give us Thy presence so that all of our work will be begun, continued and ended in Thee, that we may glorify Thy name, and finally have everlasting life through Jesus Christ, our Lord. Amen.

The President introduced the first speaker of the evening as follows:

"It gives me pleasure to introduce to the members of the Association the Honorable Clayton Purnell, of Allegany County. Mr. Purnell is almost to the manner born, a man who thinks Allegany County is the best county in Maryland, and he thinks Garrett lies very close to it."

## HONORABLE CLAYTON PURNELL'S ADDRESS OF WELCOME.

*Madam President, Ladies and Gentlemen:*

I thank the Committee of Arrangements for assigning me to a very pleasant duty.

While not a resident of the county in which we meet, and whose hospitality we enjoy, I have been duly commissioned by those in authority to bid you, as members of the Maryland State Teachers' Association, a most sincere and hearty welcome.

Year after year we have journeyed towards the rising sun to meet you by the sea; this time the current of travel has been reversed, and it becomes our privilege to welcome you to the mountains.

These beautiful hills lift their heads three thousand feet above the tide, and from their summits you may look down upon a prospect as fair as any to be found in all of Maryland. Their gentle slopes, with the "vales stretching in pensive quietness between," are fair indeed to look upon, and you will find them, we trust, a pleasant and restful place in which to linger.

This whole country, too, is abundantly watered—in fact, so well-watered that, paradoxical as it may seem, a recently published map of the State in black and white, issued, I suppose, at the instance of the Anti-Saloon League, shows it to be thoroughly "dry."

Whether this map was issued and circulated as an incentive, or as a warning, to prospective visitors is more than I can say, and whether it should be taken as conclusive evidence of the facts disclosed upon its face, I have not been here quite long enough to determine.

In these delightful groves you may work or rest at will, free from disquieting influences. In these cool shades there are no lurking dangers of any kind. The fierce wild beasts were all slain by mighty hunters that lived and died here long before our time. The cruel mosquito that "does murder sleep" has found no lodgment here. Our "mountain dew," which was once such a terror to all *unacclimated* visitors, has long since evaporated, and passed quietly away in thin mist; and even the snakes, some real and others imaginary, that such visitors used to see among these rocks, have been exterminated, charmed into submission or driven into safe retirement—so that any snake some unduly emotional representative from the Eastern Shore may see, or think he sees, around this Eden, simply isn't there, and the best thing for him to do is to promptly summon his family physician and implicitly follow his directions.

By the way, the first Eastern Shoreman who climbed these mountains, some two hundred and fifty years ago, seeking, I believe, the fountain of youth, still to be found here, or hoping to get a good view of the Pacific Ocean, made a very fair map of the Province, and as a reward, received at the hands of the Lord Proprietary, grants of some five thousand acres of rich Cecil County land, subsequently known as "Bohemia Manor."



MR. CLAYTON PURNELL



Placing these "great and lofty mountains" in the northwest corner of his map, Augustine Hermann added a note in which he conveyed to posterity the important information that they are the true cause of all the frosts and snows, and the freezing winter winds that sweep over the country.

Such, my friends, is the land to which I am commissioned to bid you welcome. Further than this the strict letter of my commission does not permit me to go; but, following the example of a certain school of statesmen, or to be more accurate, perhaps it would be better for me to say school of *uncertain* statesmen, when called upon to interpret the Federal Constitution, I shall take the liberty of going as far as I please, and pursuant to the spirit of that commission, as I shall choose to construe it, I do now give and grant unto you, in fee simple, all the land that you can overlook from these dizzy heights, together with the rights, ways, waters, privileges and appurtenances thereunto belonging or in anywise appertaining, to have and to hold the same, as long as you can, with all the fatness and all the fullness thereof.

There is but one reservation in our grant: we simply ask the privilege of enjoying it with you.

As one of the charming results of former meetings, we have learned to know you pretty well. In spite of this fact, however, we believe in you.

In this respect, you will see, that we are not like a certain high school boy in the matter of his attitude towards the Congress of the United States.

Called upon to state something of what he knew of that distinguished body of law-makers, this promising young man said, "Congress is composed of three classes—*civilized, half-civilized and savage*."

This so encouraged his teacher that she asked him to tell what he could about the Chaplain. His answer was as prompt as it was illuminating.

"The Chaplain," he said, "is a preacher who comes in every morning, takes a good look at all of the members, and then, with his eyes shut, says a long prayer for the safety of the country."

Just where this twig was bent, I have not been able to learn, but in the light of some recent history, I am willing to admit that he is the happy possessor of wisdom and discernment far beyond his years.

Now Congress, you know, like the legislatures of these sovereign States, is composed of mere men, and so it may continue to be for several years longer, provided the suffragette does not become perniciously active. It is easy, therefore, to see the wisdom of having such an officer, indeed, it may be that one is necessary for the guidance, direction or repression of members, as the case may be, but in a body like this there seems to be really very little in the way of heavy work for a chaplain to do.

The men among its members seem docile enough to be trusted anywhere. In fact, they always look so sweetly innocent of any intent to do wrong, it would be unfair and unkind to regard them as a menace to our institutions; and in the hands of that larger and far better portion of the membership, representing, as it does, the very flower of Maryland womanhood, the country is always safe enough anyway.

When we glance backward to the small beginnings of our educational history, we find much to give us hope, and little to excite apprehension for the future.

In a somewhat widely quoted address on American Education, prepared for delivery at Port Tobacco in colonial times, the Reverend Jonathan Boucher said:

"At least two-thirds of the little education we receive is derived from instructors that are either indentured servants or transported felons. Not a ship arrives, either with redemptioners or convicts, in which school-masters are not as regularly advertised for sale as weavers, tailors, or any other trade; with little other difference, that I can hear of excepting perhaps that the former do not usually fetch so good a price as the latter."

Whether this reverend gentleman, who by the way was the teacher of Washington's stepson, knew and correctly described conditions as they existed or not, it is now difficult to determine, but the words "felons," "convicts," and "redemptioners," when examined in the light of history, are not quite so bad as they seem.

Even in these days we sometimes hear that teachers do not "fetch so good a price" as they deserve, but this is not always due to a want of appreciation of their worth.

The Act of 1723, after reciting conditions in these words:

"Whereas, the preceding Assemblies, for some years past, have had much at heart the absolute necessity they have lain under in regard to both duty and intention to make the best provision in their power for the liberal and pious education of the youth of the Province, and improving their natural abilities and acuteness which seems not to be inferior to any, so as to be fitted for the discharge of their duties and employment they may be called to either in Church or State," etc., proceeds to require that teachers should be members of the church, "pious and exemplary in their lives, and capable of teaching well the grammar, good writing, and the mathematics, if such can conveniently be got."

How well the people of those days succeeded in getting just what they wanted, I am not able to say, but judging from subsequent events, I fancy that they must have met with at least some measure of success.

This is not the place to speak at length of the origin and growth of our public school system, but I may say in passing that, in the course of years, at least two blades of grass have been made to grow where but one grew before; that a semblance of order has been brought out of chaos, and that measurable efficiency has taken the place of disorder, if not of hopeless inefficiency.

Not many years ago we had in Maryland at least twenty-three systems of public school education, not including that of the City of Baltimore. Each county had its own favorite brand, so to speak, and they were all different, or still worse, indifferent. We have seen these systems dis-

appear, and their places taken by what we may now, with some feeling of pride, justly call a State system.

This reform was not the work of a day. It required the earnest thought and toil of many minds for many years to make its accomplishment possible, and its operation successful; but honest, faithful and intelligent labor in any field can never be wholly barren and unfruitful. So it has been in the development of our school system.

To give it life and motion, to unify its branches and to harmonize its work in all departments, a good head was necessary. The Legislature saw our needs and wisely created the office of State Superintendent. But even this was not enough.

Something more than a century ago the people of France framed a very good constitution—*on paper*; but, as Carlyle in his own graphic way tells us, it had no head, and it wouldn't *march*.

Now school systems are very much like constitutions.

Without a head, no school system will march well.

But we were more fortunate than the people of France. We did find a head in a State Superintendent who made our system march, and if without a violation of law, things so harmless as metaphors may here be mixed, allow me to say that the longer its machinery goes the more smoothly it runs.

For some years past it has been my duty to watch that machinery in the engine room, and to observe the methods of the pilot at the helm. In this way I have learned to know something of each, and it is pleasant indeed to be able to say that the engine is running without a jar, and that the pilot is worthy of our fullest trust.

We have, in fact, a very versatile pilot. He knows all the shoals and all the channels; he watches the needle, and he can box the compass; he studies the chart and he knows how to steer straight. While he sometimes gets into deep water, and occasionally, hot water, he is a skilled swimmer withal, and never fails to make a safe landing; but as he seldom goes up in the air, he has not yet learned to fly, though sooner or later, no doubt, he will try to add even aviation to his other accomplishments.

Having had a pretty fair opportunity to gain some knowledge of the facts, permit me to say that in their State Superintendent the teachers and school officers of the State have a strong, sincere and sympathetic friend and helper, and the State of Maryland an able, faithful and efficient public servant.

There is but one thing wrong with the State Superintendent of Public Education, and sometimes I fear he never will make that right.

He just will not get married.

For more than forty years your organization, composed of teachers and others interested in educational questions, has exercised a constant and helpful influence in the State. For the work which it has done and is doing to build up, support and vitalize our system of education, the people of the State do not know how much they owe to the Maryland

State Teachers' Association. On its rolls stand the names of many who have given generously of their time and talents in building up this system, and on its rolls should stand the names of all those who cherish the wish to sustain, extend and improve it.

All these names I cannot now mention, but there is one among their number which I shall not pass over in silence. Whether in the councils of your own body, in the field of active teaching, or in the wider one of administrative activity, that name is known to all and is deservedly honored by all. It stands today, as it has stood for years, as a name to conjure with. Wherever seen or spoken, it is always a strong force for good—the name of your distinguished President, Miss Sarah E. Richmond.

*"Where MacGregor sits, there is the head of the table."*

These meetings do us all good. They bring us together and hold us together; and they give the people of the whole State a better understanding of what we have done and are trying to do for their children. More and more, as the years go by, the teacher is expected to do that which parents either will not do, or cannot do, for themselves. The higher rank which you as teachers have taken has imposed upon you heavier obligations.

Have you had at all times a strong, realizing sense of the deep significance of the trust committed to you? Have you often enough, and seriously enough, thought what it means to educate a child? Have you weighed the untold blessings that will come from a faithful and efficient discharge of your duty to those in your keeping? Have you measured, can you measure, the appalling consequences of unfitness and incompetency in that work?

If you have given serious thought to these questions, your work has doubtless been successful, and, if so, no reward that the State can give you is too great for your noble and ennobling service; if you have not done so, and do not feel it your duty to consider them, there are other fields of activity in which you will succeed in doing—less harm.

The growing plant imperceptibly, but inevitably, becomes a part of its environment. It is just as true that the child becomes a part of all he sees and hears and absorbs from the atmosphere of the school which he attends; and the school, in its last analysis, is just about what the teacher makes it. Streams do not rise above their sources. We do not gather grapes of thorns or figs of thistles.

Our fathers, in an earlier age, pledged their lives, their property and their sacred honor that they might leave this great nation as a heritage to their children.

We in this later day have done no less.

*We have trusted you with the education of our children.*

The President then announced that this address of welcome would be responded to by Dr. M. Bates Stephens, State Superintendent.

## DR. STEPHENS' RESPONSE TO THE ADDRESS OF WELCOME.

*Fair President, Fellow Teachers and Friends:*

Before I make some remarks of a more general character, I wish to say to you, Mr. Purnell, that it is with sincere pleasure I accept on behalf of this splendid audience of teachers and friends the cordial expressions of welcome and good cheer with which you have greeted us. We believed before we left our homes you wanted us to come and that you would hail our arrival with genuine enthusiasm. But since listening to your happy words of welcome, so expressive of good will toward the teacher and so full of sympathy for the great work of education whose interests have convened us at this well-known mountain resort, we now know you are glad to have us as your guests and we feel safe and also much at home in your keeping.

To receive such a welcome from any one would fill us with no ordinary degree of pleasure; but coming as it does from one, who, for more than a decade, has been a member of the highest educational council of the State and whose interest in our profession has been so often shown, the welcome is especially pleasant and satisfying.

The joke is sometimes perpetrated that Garrett County is not in Maryland, and of course friend Browning and other loyal sons and daughters of the newest arrival into Maryland's family of counties, resent such a charge as untrue and unpatriotic. I never expected to see the time or the occasion when, perforce, I would be compelled to admit this averment that Garrett County is not in Maryland and forced to confess for once Maryland—at least the better part of it—is in Garrett County.

The speaker who greeted us made some statements which to me seem startling. He says about two hundred and fifty years ago an Eastern Shoreman came to this section in search of the fountain of youth. There must be some mistake about this; for the people of the modern Garden of Eden do not have to leave it in search of any good thing. It is much easier to believe the fellow was weak in his "upper story" and that what he really needed to find was an institution for feeble-minded people. There is a tradition that only two classes leave our part of the State, viz: those who are actually crazy, and youngsters, before they reach the age of intelligent choice. It is not surprising to learn that the old pioneer referred to, like the prodigal son, when he came to himself, arose and went to Cecil County where he spent his remaining days in comfort and died happy.

Another charge made, at least by implication, is that an Eastern Shoreman is liable to see snakes which are not real, and this imputation I must resent on behalf of the very respectable contingent here present from the eastern side of the Chesapeake. It is said that an occasional *bee* gets in our bonnet, but certainly no snakes are allowed to crawl in our imagination. An anti-snake crusade was started years ago and the monsters have

been swept into the sea and drowned. Many years ago, Rev. Samuel Small, in one of his speeches before a large Eastern Shore audience, declared if Delaware applejack or Maryland "squint eyed" whiskey did not kill a man on the spot it would at least greatly shorten the life of the drinker. A man in the audience arose and said, "Mr. Small, my grandfather drank liquor all his life and lived to be ninety years old. What have you to say to that?" The temperance orator paused and seemed confused for the moment. Straightening himself and leveling his index finger at his questioner he said, "My friend, I have this to say: With such a constitution as your grandfather possessed, if he had never drunk whiskey at all they would have had him to kill on judgment day." We want to live long and well on the Eastern Shore and St. Patrick like, we have ridden our part of fair Maryland of the poisonous pools where imaginary snakes are bred and fostered. We believe that the main secret of the phenomenal advancement made by our people lies in the fact that the saloon has been driven from every foot of the territory occupied by the nine Eastern Shore counties—and we hope, never to return.

Any community honors itself when it honors the teacher. No commonwealth can become truly great unless it recognizes and magnifies the high calling of the professional teacher whose work vitalizes every fiber of our national life and whose influence reaches every department of human activity. There is no other work ordained by man which deals with so many sacred interests, stands higher in its achievements, presents brighter possibilities or pledges so much return for the money invested as the one whose ranks include the people composing this audience. Real education means life on a higher plane; it means nobler character, it means larger independent manhood and womanhood, and it means greater efficiency for life's work for every child who will receive it. Public sentiment is not quite right on this question here in Maryland and it will not be until it expresses itself in school appropriations sufficiently large to build proper school houses, equip them adequately, and pay teachers fair salaries. The people who are entrusted with the State's highest interests are here to camp on this high ground for a few days, above the din and confusion of lower realms, to "take an account of stock," to gather new ideas and fresh inspiration and for interchange of views. In taking this commanding position—this high ground—for our deliberations, we are following the custom of our Garrett County friends, who, from the first took "high ground" for their work and its development. It is reasonable to predict that these beautiful and inspiring surroundings will so lend themselves to the purposes of this meeting that the Maryland State Teachers' Association will add new stars to its crown and fresh lustre to its already glorious history.

It has been conservatively stated here this evening that this Association has always exerted a wholesome influence in the development of the public school idea in Maryland, and that its leading spirits, from its earliest organization, have possessed to a remarkable degree the some-

what indefinable element which cannot be marked on a teacher's certificate or named in a course of study; but without which education is faulty and individual living aimless. For want of a better name we call it "common sense" in education and when there is a scarcity of the ingredient we may more appropriately style it "uncommon sense."

This opportunity, perhaps, will be the only one I will have during this meeting to speak to you from this platform and I will ask you to indulge me for a few minutes while I call to your attention some matters concerning school work, and ask you to bring to their consideration that same good judgment for which this body of teachers is noted.

The work of our high schools has gone forward almost in "leaps and bounds" in recent years. The High School Teachers' Association is an effective organization and it has been potent in bringing about this commendable progress. I do not wish to be misunderstood when I say there is possible danger of over-stimulation in the realm of secondary schools. There is a marked tendency to multiply the number on the accredited list and the effort is unabating to bring many of our so-called Grammar schools into the high school class. Unfortunately, there is no clear definition in the statute law or in the by-laws of the State Board of Education of the requirements necessary to constitute an approved high school. The State Superintendent makes the certification, but he should have before him a definite standard prescribed by law and his approval should be in obedience to the requirements therein set forth. The General Assembly will do well to define at least two classes of high schools, viz: (1) first-class high schools with a four years' course in which all the work of the high school curriculum is completed with a minimum number of teachers to be employed in the high school department; and (2) second-class high schools with a course covering the first three years' work of the curriculum for secondary schools with a minimum number of teachers. With a clear definition of each class and also an approximate cost of maintenance, the State and county should share equally the cost necessary to maintain them efficiently. There have been many applications during the year from schools doing high school work to have same placed on the list of accredited schools and the time is at hand when it is important to know what the people want done and not have the matter left to an arbitrary ruling of one State school official who is practically without a compass to guide him.

The story is told of two persons of opposite sex who went into one of our public parks to behold some falling stars as predicted by the astronomers. While waiting for the spectacular exhibit to begin and for the want of something better to employ their time, it was agreed that for every falling star the young man was to receive a—well, its name rhymes with "miss." The story goes that it was not long before the young lady began to mistake lightning bugs for falling stars. I'm sure this lady of the story was not a school teacher. But I fear some of our energetic principals look up for a vision of an approved high school into the dome

of secondary education and think they see a star when in fact it is only a lightning bug. I am not trying to throw cold water on this phase of our work. Every county of Maryland should have at least one first-class high school, and several counties that are able to support them should have more than one. Every county system needs such a finishing school and such a climax to its school organization; but they are very expensive and when multiplied, unless the local school appropriation is increased proportionately, the elementary schools for which the school tax was primarily intended, will be affected injuriously and the salaries of the teachers of such schools will inevitably be decreased.

High school teachers, you need constantly to exercise discriminating judgment in the conduct of your schools. Attention was called some years ago to a foolish infringement on a college or university prerogative and you responded in a common sense way by relegating the cap and the gown as a part of the high school commencement to a place of "innocuous desuetude." There are some other infringements which ought to have a similar fate. The high school is not a college nor does it confer degrees; and for these reasons we should not try to imitate their rightful customs. First, because our graduates are not bachelors of arts, we should not speak of our sermon to the graduates as a baccalaureate sermon. We could call it anything else just as appropriately. A few Sundays ago I was on my way to church to hear our town minister preach to the Denton High School graduates, and a witty character of the streets wanted to know if I was going up to hear the "broken back" sermon to the graduates. I believe that fellow was giving a sly dig to the growing tendency there to have it called a baccalaureate sermon.

Second, we do not need one entire week for our commencement occasion. It is too long, and at least one-half of this time could be spent more profitably in some other direction. If we keep on cutting off days and weeks there will be no time left for real school work.

Third, the graduating exercises are becoming too much of a dress parade. Our school patrons are not Harrimans and Rockefellers, and we should not expect our students to dress like their daughters. Lincoln said that the Lord must have loved the common people for he made so many of them. If common, as used by Mr. Lincoln, means people who are moderately poor, we must confess that a majority of our high school patrons are classed in that list. Such expenses must not exceed the ability of patrons to meet them. A tax of three or four dollars on each graduate for commencement invitations, a different dress to wear on each of two or three evenings of exercises, and other growing expenses to be paid by parents who have already sacrificed to the limit to make graduation possible become a burden, and the common sense of the high school teacher must take hold of these extravagances with a firm hand and control them. Some weeks ago, a class of girl graduates took much pleasure in showing me, as a product of their own handiwork, their graduating dresses. Each girl was required to make her own dress and there was a

modest limit to the amount to be spent for material. There is much practical education in the plan. The cultivation of simple tastes is at least a part of our instruction, and if the teachers of past generations had done their full duty in this particular, we would not have witnessed the "merry widow" and "basket" hats and other ultra styles, which are an abomination both in sight of the Lord and man.

We have always been taught that high character and the development of honest and independent manhood and womanhood are rather the offspring of trial, hardship, and denial than of ease and indulgence. But the spirit of the present, in all departments of life, is toward indulgence; and if it is not checked it will leave its blight on individual character and finally undermine the citadel of our national life. The school teacher must take a stand against these demoralizing tendencies, and strangle these extravagant school innovations.

The work of the manual training departments should hold a closer relation to text-book work. It would be a grievous blunder to think of this department as separate and distinct from the other departments of the high school or that the instructor of manual training is not as much an assistant as is the teacher of history or English. All such instructors should take a common sense view of this problem, recognize that the principal of the high school has control and supervision of every department of work and co-operate to have the manual work vitalize the abstract theory and help to find its demonstration in the concrete object.

I can scarcely imagine that any other State has a more up to date and progressive lot of county superintendents than has Maryland. It is the business of this important school official to make possible the best results in the school room. It requires an abundance of common sense to be just to the pupil and at the same time fair to the teacher in school administration. It is just as easy to expect too much of the teacher as it is too little. The cases are few, perhaps, but I know of some teachers who are wearing away very fast their physical energies that they may meet the expectation of their superior officer; and some teachers are over-working themselves that they may make the work easy for their pupils. Teachers, don't make this mistake, for you not only harm yourselves, but you injure the child. There is no royal road to learning, and we must not try to rob school work of all its hard places and difficult problems. There is such a thing as making knowledge too easy to obtain. The scheme of education must from time to time be re-adjusted to meet new demands and changing conditions, but let us recommend that the essentials of character are the same today as they were two thousand years ago, and through discipline in the schools those traits and habits, which determine character, without which education is one-sided, must not only be taught, but inculcated—interwoven into every fiber of the child's nature. In shifting the responsibility of education and training from the home to the school the teacher is faced with new duties which she did not invite, but they must be assumed and worthily discharged. The home which in the past gave so

much stability and educative value to the family is being broken up and many patrons now expect the teacher to be also parent and preacher.

School Commissioners, your part in educational development is a large one. The physical education of the child depends in a great measure on how well you do your work. Are you providing school buildings and equipment which will regard properly the physical well-being of our pupils? We still have many school houses in which the conditions are so unsanitary that a scientific dairyman would not use them for a cow stable. Remember, the young life of the community has been committed to your care, not to be dwarfed, but to grow and become strong. You occupy an intermediate position between the child and the State—you are the spokesman for both. You must know what is needed to give the child a comprehensive education, and you must see to it that the State does its full duty to the school, which is the greatest factor in such an education. You can also do much to secure a harmonious corps of capable, conscientious, consecrated men and women in the various schools who will, in the mighty rush of methods and devices stand still occasionally, not to invite stagnation, but to take their bearing and see "where they are at;" who will take up every new problem without fear or prejudice and bring to bear on it the test of principle and common sense; who are not swayed by every idea introduced in the name of progress, but determined to "prove all things and hold fast that which is good." This gives us a glimpse of an ideal organization in which we can see a realization of our hope for true progress in education. May each of us do our part in bringing it about!

The Ionic Lady Quartette then favored the Association with a song entitled "Greeting," which was so heartily applauded that they gave as an encore "Teachers May Marry."

The State Superintendent, Dr. M. Bates Stephens, introduced the President to the Association in the following words:

A year ago this Association elected for the first time in its history a woman as its President, and since that time this same woman has been elected Principal of the Maryland State Normal School.

I think I may safely say that because she had been elected to this office was not a reason for electing her as Principal of the State Normal School. I cannot say that it was because she has been associated with the school for so many years, and knows all about its duties. I do not know that it is for the reason that more than ninety-five per cent. of the students at the Normal School are girls, and that perhaps the Principal should be a woman. I do not doubt but that all these elements had their influence, but I think I can safely say that the State Board of Education selected Miss Richmond as Principal of that school because they thought that Miss Richmond was the best fitted person in Maryland to perform these duties, and that she is a princess among women.

I take great pleasure in presenting to you your new President, Miss Richmond.



MISS SARAH E. RICHMOND  
President



## THE PRESIDENT'S ADDRESS.

Dr. Stephens, and members of the State Board of Education who are present with us this evening, I take this occasion to thank you for the honor you have conferred upon me.

You gave me the position. I was pleased, I was delighted, I felt complimented and honored; but the position was trifling in comparison with the tribute you gave me when you asked me to accept that principalship. I thank you, gentlemen. I hope your confidence will not be misplaced.

Dr. Stephens, not long ago, just about two weeks, I think, when the Western Maryland College saw fit to honor me, Dr. Stephens presenting me said, "I never expected to stand up by your side, Miss Richmond, but I have done so." I said, "Dr. Stephens, you gave me away." I think sometimes the reason our honored Superintendent remains a bachelor is because when he accepted the position of Superintendent of the public schools of Maryland he gave his heart to the public school system, and every teacher in Maryland has a share of that heart.

*And now Fellow Teachers, Ladies and Gentlemen:*

One year ago our Association met in the extreme southeastern part of our State, where the land is low and invaded by the never ceasing march of the Atlantic, where the soft crab and the oyster flourish, where the climate is moist, the air salty, and many good and hospitable people live. This year we have crossed the State and pitched our tents on the heights of Garrett, where the summers are reported as cool and delightful, and where, I feel sure, we shall find as hearty a welcome as can be given by any people in Maryland.

We have come because the teachers of Western Maryland, under the leadership of their indefatigable Superintendent, have sent large delegations to every meeting of the Association, no matter where the meetings were held, or what discomforts and cost of traveling over long distances attended those meetings. We have come hither because we want to join hands with the people of Garrett. We know too little of them. We want the teachers of Garrett to become identified with this Association, to feel that it is theirs, to be with us on all occasions, to take a seat in our councils, to help us with their words of wisdom, of will and purpose that must come from these mighty hills.

This is perhaps the largest gathering of teachers we have had, and yet we have already missed the kindly smile, the glad word of greeting, and the extended hand of our friend, Mr. Rufus K. Wood, late member of the State Board of Education. Mr. Wood was a constant attendant of the meetings of the Association, one of its most loyal supporters, and the promoter of every work that uplifted mankind. His successor on the State Board expects to be with us. He is no novice in education. For years he has manifested a strong interest in it, and I feel sure the public schools will find a good friend in Mr. Harry Longnecker.

Among questions to be brought before the Association, the President hopes you will consider that relating to a revision of the constitution and by-laws. Several years ago a committee was appointed for this purpose. Owing to the serious and protracted sickness of the chairman of this committee, no report was made at the following meeting, and the committee considered itself discharged.

The particular section seeming to need revision is that referring to standing committees. There are eleven standing committees, each committee being required to report on a special subject at every meeting of the Association. The tenure of office of the members of the committees seems to be for life; the same committees are appointed year after year. Did all the committees report as required to do so, our volume of proceedings would be quite bulky. But all the committees do not report and the constitution is ignored. Evidently somebody needs to use the "big stick." Some of these committees have grown gray in the service, some are worn out with services not rendered, others have discharged their duties so faithfully and efficiently that they deserve to be placed on the retired list and pensioned by the Association.

At no time has interest in educational matters been so intense, so widespread as today. The little one-room school house has expanded into many groups of buildings. The endowment of ten thousand dollars has increased to endowment of ten million dollars. The trinity of R's which formed the sole curriculum of the primitive school can be hardly recognized as the foundation of the multitude of courses of instruction in the modern university. Educators, while still pursuing the study of subjects and things, are studying people more, specializing the child. This human study has changed somewhat our methods of teaching and discipline. Changes in curricula must be made to conform to our changed ideas of the growth of the mind, of the capabilities of the learner, and the best adaptation of these capabilities to the needs and conditions of life that this learner may become the "desirable citizen."

It is true that we are in the stage of experiment; but is not experimentation necessary to continuous progress? Experiment, when based upon facts and accompanied by an intelligent application of these facts, leads to new and important truths. Much study, great desires and lofty aims have tended to make this an age of harsh criticism and censure. When the old order of things is changed in the least, some one is disturbed. Even the coming of spring disturbs the creature which has lain snug and asleep in his cozy corner all winter. So when a slight change in a curriculum or a different plan or method in teaching or in government is suggested, we hear the expressions too elaborate, too complicated, too radical, faddish. These may sometime have a grain or more of truth in them, but too often opposition arises because of a mere dislike to any change, a misunderstanding on the part of the teacher of what is required, or a lack of skill and intelligence in the application of the new requirement.

Here is where the supervisor can do skillful work. The superintendent's power is naught compared with hers. He is the offender, condemned without a hearing for forcing his pet scheme upon the schools. But the supervisor, tactful, sympathetic, keen to discern where the trouble lies, appreciative of the obstacles and limitations besetting the particular teacher in putting into operation the new plan, can direct, encourage, stimulate. In sympathy with the proposed work, thoroughly understanding what is to be done, and capable of doing it well, she can place her hand upon that of the timid and distrustful teacher and help her guide the newly launched idea through "Scylla and Charybdis." To know that a sympathetic heart is near, a leader on whom one can rely, appreciative of good work done, whose counsels are sure, helps wonderfully.

But should the supervisor be cold in manner, critical in her remarks, exorbitant in the imposition of work upon the pupils and in her demands upon the teacher's time, disorganization of the corps and quitting the service will be the result. Surely the supervisor's task is not an easy one. If the government needs a school to train in diplomacy, I know of no better one than that of the position of the supervisor in the public schools.

The department of education in Maryland, keenly alive to such a course of study as will make our youths apt in taking up life's work, has revised the curricula of the several grades, and the amount and kind of instruction to be given in the subjects taught. The aim of the department in this revision has been simplicity, not complexity. No new study has been introduced unless its utility either as a culture study or its practical value has been made clearly apparent. The committee appointed has borne in mind that changes should be made slowly, and not at all, unless the results of the change will more than compensate for the cost and friction accompanying such change.

The hold of the child upon our affections, thought and plans in this day is wonderful. This has been acquired through the study of the child. He is worthy of that study, multiplied many times; he is entitled to all the benefits that an intelligent digest of that study can give him. The child is a complex problem, whose solution is only known when the everlasting gates have opened to receive him, and all thought has been revealed.

There are men who for forty, fifty, or sixty years of their lives have not only borne an unblemished reputation, but have been noted for their excellence of character and their worthy deeds of charity, and yet in their old age they seem to have fallen as a star from the sky falls upon the earth, and is no more forever. Why is this? Somewhere, somehow, something has been left undone in the formation of character. We see the study of a child is a serious problem. Children have rights; but they have wrongs also. Is it not wrong to so train the child as to lead him to believe that earth is a fairy land where all that exists has been solely created for his benefit? Is it just to the child to make all his time a play time? Has he received his fair share of life's experiences, when there

are concealed from him all the self denials the parents often exercise to make him comfortable and life desirable? Is he in training for the helpful and public spirited citizen when no part in home's duties are assigned to him? Is he not forming idle and selfish habits when the efforts of the whole household are centered upon his having a jolly good time all through his boyhood days? Is he learning to obey the laws of his country or State when the obedience required from him by his parents is dependent upon his boyish judgment regarding the justness or agreeableness of the request?

We would not, if we could, re-enact the severity, the rigor of the Puritanic customs regarding children. Let us hope many of them have the sleep which knows no awakening. But the old time reverence for age, courtesy, respect for parents and superiors, obedience are qualities which the attractive, quick-witted and sharp child of today needs to acquire as habits.

I recall a scene in a distant city—a lady and a child of eight years, the pet lamb of the flock, were looking over a mythological reader together. The boy's knowledge of myths, legends, and deities was amazing. In a bright and earnest way, with absolute accuracy and almost faultless expression, he recited the tales, showing he had not only been an attentive reader, but he had also been well taught.

Within an hour after, the child for some willful and continued misbehavior, was sent to his room as a punishment. He slowly obeyed, picking up a base ball bat on the way. As he passed his father, he gave him a pretty severe whack on the leg with the bat, seemingly unintentional, and quickly escaped from the room. When half way up the stairs he leaned over the rail and looking back at his father, archly said, "Did it hurt?" The father's face was a study, showing pain, humor, anger, but he said nothing, did nothing. His was a perfect example of self-control. Was this self-control the best thing for the boy? Judging by results, much that is favorable can be said of this boy's training. Previous to his seventh year he was nervous, noisy, demonstrative, self-willed, rude, and never still. Within two years he has become comparatively angelic. He is quiet, better tempered, courteous, ready to do little acts of helpfulness, and he proves himself a desirable little visitor. What has caused the change? Did the father's self-control help?

Children have the right to be put in good physical condition and to be taught how to continue so. The parents should do this. Unfortunately, some parents are careless and some do not know what a good physical condition is. In many of our large cities, physicians and nurses are employed to inspect the children of the public schools and to suggest the necessary medical treatment. This is hardly possible in the rural schools, but may not the teacher herself do some good in the way of kindly suggestion.

Every child has the right to good air, sunshine and plenty of playground.

The City Playground Association is doing much toward lessening the demoralizing influence of a long summer vacation and giving the children opportunities to train the hands, to develop the body, and to enjoy pleasant and wholesome games.

But the Fresh Air Society is one of the most helpful organizations in a community. Its members are finding good and wholesome homes in the country for those children whose parents have not the means to send them out of town, and no friends in the country whom they can visit.

Movement develops muscle, pure air enriches the blood, good food well cooked nourishes bone and sinew. The child of the country has these unasked for, but the city child has not. What a revelation to the town child is the broad expanse of space as seen in the country. This in itself is uplifting. Add to this the unbounded freedom and happiness which the child enjoys, and we can partly appreciate the work the society is doing.

The members of this Association can lend a hand in the society's work. If you will interest the mothers and fathers of your pupils in the matter and induce them to take a child into their home for two, three or four weeks during the summer, your efforts will be appreciated and will result in the betterment of the child, physically and spiritually. The society pays the traveling expenses of the child; they only ask of you the home. A letter addressed to any newspaper office in Baltimore will reach the society at once.

May not our school boards lend a helping hand in another direction? The farmer claims that his sons leave the plough, his daughters the home, that help cannot be obtained because of the monotony and dullness of rural life.

Why cannot our school houses be opened and made the centers of culture and knowledge in the rural community? The loneliest object in a country scene is the closed school house. Used but thirty-five hours in the week, for not more than forty weeks in the year, does it seem that we are making the best use of the money invested in school property? There is a stronger reason for the school house for more purposes than mere school keeping.

Education is a continuous process. As our experiences grow, the knowledge of our school days seems inadequate to meet these experiences fairly and squarely. We feel the need of further instruction. Discoveries in science, geographical changes, and the overthrow of dynasties are so frequent that one cannot keep pace with them nor understand their causes. The narrow sphere of the mother's labors, the daily grind of the father's life necessarily narrow their outlook and they need to come into contact with those who have traveled, and those who have studied a subject well and who can talk intelligently and truthfully upon it.

Travel, literature, art, science, music, current events should form the topic for these lectures. The courses should be arranged by a committee, after consultation with local committees that the course may be adapted

to the special locality in subject and in the length and treatment of the subject; a caretaker of the school property to be put in charge of the building.

The child is forced to go to school. The adult would often like to go to school, but he is forced out. He knows now from experience what to select, and how to apply it.

There pour into our large cities every week multitudinous throngs of foreigners, entirely unlike us in interests, in language, in customs. We have invited these many nationalities to our native land, the land of their adoption. In time they will frame our laws, make or unmake America. The sooner they learn our language, the sooner they will understand us as a people, and the more quickly they will be brought into sympathy with our institutions and become loyal and intelligent citizens.

My request this evening is that the school officers of Maryland, to whose care the public school buildings are assigned, will make these school houses places of instruction for the old as well as the young, for the parent as well as the child, for all proper persons who wish to enjoy the privileges of present day education.

The Ionic Lady Quartette gave a selection entitled "Aunt Margery."

The President then introduced to the Association Dr. W. W. Davis, Manager of the Mountain Lake Park Association, stating that Dr. Davis had kindly invited the Association to hold its meeting at Mountain Lake Park, and had rendered all the assistance in his power to make everything pass off pleasantly.

Dr. Davis then spoke the following words of welcome to the Association:

*Madam President, Ladies and Gentlemen:*

I have been much interested in these addresses that have been made this evening. I told the Committee when I waited upon them that I was anxious for them to come to Mountain Lake Park, and Mountain Lake Park is in Garrett County, and your Superintendent told me the lack of knowledge other folks in Maryland had of this county, and some of them actually believe that it is not in the State of Maryland. But I want to say to you that Garrett County is the largest county in the State of Maryland, and so you have come tonight into the largest county in the State. You are meeting tonight in the largest auditorium in the State, you are meeting tonight at the invitation of the Association in the County of Garrett, which is the largest factor in its intellectual and financial life.

But I am not here to speak of the Mountain Lake Park Association, but here to say that we are exceedingly glad that you have accepted our invitation, and we shall do everything in our power to make your stay pleasant, and to do everything in our power to grant every and any reasonable request that may be made on us.

Now, I want to say just this word in closing. We are glad that you are here, meeting by the invitation of this Association that stands for

intellectual uplift east and west, north and south. Men and women have gone from this mountain resort over and over again, year after year, with a larger vision of life, with a greater knowledge of all that God might expect them to be; and so in this closing word, I am glad that this, the first year, that you have been privileged to have as your President a woman, that you meet at Mountain Lake Park, and may this convention be your largest and your best.

A recitation was then given by Miss Ida May Cox, teacher of voice training and physical training in the State Normal School.

The meeting then adjourned until 9.15 Wednesday morning.

Respectfully submitted,

HUGH W. CALDWELL,

*Recording Secretary.*

#### WEDNESDAY MORNING, JUNE 30.

The Association was called to order at 9.15 A. M. by the President, Miss Sarah E. Richmond, who announced that the session would begin with music by the Ionic Quartette.

After the singing of a song, the minutes of the previous meeting of the Association were read by the Secretary, and there being no objections, were approved.

The President then announced that the first paper on the program was that of Miss Aggie J. Davis, of the Beall High School, Frostburg, on "Opening Exercises."

#### MISS AGGIE J. DAVIS' ADDRESS.

"Well begun is half done."

Especially is this true of a day's work in the school room. The children enter the school room at the beginning of the morning and afternoon session, full of life and vigor, with bright eyes and glowing cheeks due to outdoor exercise. Every nerve and muscle is active and it requires some will power and self-control on the part of these merry, happy boys and girls to settle down to quiet, earnest study when the bell sounds. There are also some pupils who take very little interest in the regular routine school work, and who, if left to follow their own inclinations, will not attend school at all, or irregularly, or what is nearly as bad, will delay as long as possible and continually enter the school room late. Besides being very bad habits, all these are very annoying to the teacher, and also interrupt and retard the work of the entire school. These conditions are found in nearly every school, so a preventive or remedy for them must be found. Let us see if there is no way to bring in these

wanderers except by the enforcement of severe and stringent rules which compel prompt work and regular attendance.

Interesting opening exercises under the supervision of an enthusiastic teacher will accomplish wonders along these lines. No one can be truly educated without some knowledge of that greatest and best of books—the Bible. Therefore in every school where the parents or school authorities do not object, the day's work should be commenced by reading one of the Psalms or some other portion of the Bible and followed by the Lord's Prayer in which the school joins. If possible have some music. Nearly every school can sing some patriotic song, at least, and they are very inspiring. "Music is a discipline; and a mistress of order and good manner; she makes the people milder and gentler, more moral and more reasonable." Are these not sufficient reasons for including music in the necessities? The rest of the material used should be varied from month to month and should be of a character best adapted to the school. In this, as in all other school work, much depends on these two things. These exercises, however, may be divided into two classes—those in which the school takes a part, and those in which the teacher entertains the pupils. Quotations, essays, select readings, "one minute talks," and short debates are included in the first class. Study one author one week and another author the next. Select your author and write his name on the blackboard. Ask one pupil to bring and read a sketch of the author's life; another to prepare a list of his works to be written underneath the name; others to repeat quotations from the author in question or from some designated work. Another way is to write the names of different authors on slips of paper and distribute them among the pupils. Quotations from these authors to be given the following morning at roll-call. The children may be allowed to repeat quotations of their own selection or on some topic previously assigned; as the flag, our country, peace, war, books, etc. To make this work a success two or three good quotation books must be placed in the hands of the pupils. As an incentive to good work occasionally, have one or two of the best compositions read before the school during the exercise periods. Appoint some one to read a short account of some recent discovery, invention, or exploration, or an anecdote of a historical character. Choose some good book, such as one of the "True Stories of Great Americans" series, and have two pupils read five minutes each for exercises until the entire book is read. Select each week from the members of the history or the civic classes, one or two "reporters," who, on the following Friday, are to give a brief account of "the happenings of the week," gleaned from the newspapers and magazines. The other members of the class should be able to supply any information omitted by the "reporters," and to give a short talk on anyone of these topics.

Standing before the school when talking gives the child confidence and control over himself and the necessary research and preparation are of no small value. New words will be daily added to his vocabulary and better

ways of expression will present themselves. The boys and girls are led to see that there is much to be learned outside of the text-book and the four walls of the school room. They have profitable employment for their leisure time and are forming habits which will be of great value in future years.

In small schools with pupils in several grades it is easier and the results are more satisfactory many times if the teacher entertains the school for a few minutes. She may tell or read them a good story or give them a brief talk on some interesting and instructive subject. But I find that my pupils manifest greater interest if I commence and read a book through. They strive to be present every time, and to get in order quickly that they may not miss any of the "story" and that more may be read in the ten or fifteen minutes. They frequently volunteer to "study hard and not whisper" if I "will only read five minutes more." The exercise thus becomes a means of securing good order and quiet study during the remainder of the day. By judiciously selecting the reading material a great variety of matter will be brought before the school and each child will be interested. When once his interest and curiosity are aroused he will eagerly read more books on the subject and will thus form a taste for reading—a practice by which he will gain the greater part of his knowledge both now and in coming years, and which will be a source of happiness to him. If the teacher is a good reader and a good "story teller," which she certainly ought to be, the school is greatly benefited by constantly hearing correct pronunciation, the proper use of words and good expression. In view of all these facts, can we afford to neglect this matter of "opening exercises?" Can we not excuse each class one minute sooner, require more written work, or in some other way secure at least ten minutes in the morning and afternoon to devote to this very important part of the day's work?

Miss Richmond then introduced the next speaker on the program, Dr. George D. Strayer, of the Teachers' College, Columbia University.

#### DR. STRAYER'S ADDRESS.

##### *President and Fellow Teachers:*

I had occasion recently to examine a program of one of the first meetings of the Teachers' Association, organized in New England early in the last century. The topics which were discussed at that meeting, were, I found, practically the same topics which we listed in the last program of the National Educational Association. Of course, the papers which were read then were not just the same as those which were read at Cleveland last July, and yet in one essential particular they were very much alike. They consisted almost wholly of opinion, of causes, of beliefs, of reasoning, without very many data to be founded on experience. We must, I suppose, always discuss the problems of how to teach, and when to teach, and what to teach. But the question might well be asked: What part of

the work has been done and to what degree have these problems been solved?

I want you to consider with me today the necessity for some more adequate methods of solution of our problems and the possibility of standards of efficiency in teaching. Suppose, for example, I take the problem which is now being considered by a committee of the National Educational Association—the problem of economy of time in education. There is involved in this question the lengthening or shortening of the elementary school courses. Now, I ask you in all fairness what is the elementary school course? That is, what standards of achievement have we within any one State or even within any one county or city, which we can apply in such a way as to make sure that any given group of teachers have reached the results which we agree to call essential. To make the example more concrete, we may ask what is an elementary school course in arithmetic? How will the children be able to add, subtract, multiply, and divide? How much beyond these fundamental operations ought they to know or be able to do?

A recent investigator found that when the children in twenty-six different schools were tested that there was no standard of achievement in the four fundamentals of arithmetic among children of the sixth school year. In other words, the children in one school, estimated by the method of scoring, by which the children of one city received a credit of 300 points, while those in another city got 900 points. In both places the investigator was sent to the best schools. In both schools they thought they were doing adequate work in arithmetic. The question is, was the school where the children were doing the best work doing too much work in arithmetic, or was the other school doing too little? Who can tell? We have no standard which we can apply. We do not know how much facility in arithmetic to expect of the sixth grade boy or girl. How then can the question of shortening the school course be determined? Where are we to leave off? What is the minimum of achievement in any line of work? Unless these questions are answered adequately, and that means with definiteness, it would seem to matter little what opinion we may have as to the advisability of shortening the course or changing the curriculum. It is not a small demand which I am making when I suggest that we need standards of efficiency in teaching, but rather a demand of far-reaching practical significance. It is not an indictment against the teacher which I return, but rather against those whose business it is to direct and supervise the work of the teacher. In the case of the poor work done in arithmetic, there is no doubt but that the teachers in that school could have secured a very different result if they had known just what to expect of their pupils or what results were required to be secured.

Take another phase of the same problem—in the time devoted to school work each day or week. How much time would it be advisable to spend upon arithmetic, spelling, English, or geography, and each of the other

subjects? I recently made a collection of time tables for thirty cities and found the greatest variation in the time allowed in the various cities. One city gives four times as much to arithmetic as does another. How do they measure results? Is one giving too much time and the other too little? These questions must occur to every one who knows the great variation in practice. Every other subject showed quite as striking a variation. In one school I found that half the time was given to subjects other than arithmetic and geography. We constantly think of these subjects as the fundamental subjects of the curriculum; but who can say that this program is not right? What standard can we apply? What measurement can we make that will convince that principal or superintendent that his school is not satisfying the legitimate needs of the community. Remember, that I am not arguing for a uniformity for all schools or for the schools of one city, but I do believe that we should be able to measure the results achieved and that we should have standards that when applied should suggest the modification of the needs of the school that fits the needs of the children and the just demands of the community.

But if there is uncertainty as to this, there is still greater variation in opinion and greater lack of knowledge concerning the methods which can be most advantageously used in securing the ends desired. We are still subject to fads in teaching. Some one discovers a new way of teaching arithmetic or spelling or geography or geometry, and immediately, if the advertising is well done, there are tens of thousands of new books, and thousands of teachers are asking to try the new plan. Now, I have no objection to experimentation, if the experiment is carefully conducted and the results carefully measured. The weakness in our present situation is found in the fact that the so-called new methods, which are so often asked to be introduced, frequently rests upon no better basis than the opinion of some one who has no valid proof of the efficiency which he or she claims for the methods suggested than his or her own opinion. We ought, however, to change our methods when some one gives us evidence that the new way is better than the old. When some such demand is made of the would-be reformer, when we ask for and insist upon facts instead of opinions, we shall make fewer changes and have fewer mistakes to be corrected.

I have tried to indicate thus far the demands for standards. When we ask what we should teach, when we should teach, or how, the reply must be the same in every instance. None of these questions can be answered until we devise some method of measuring the results which follow. Does the English which we teach meet the modern demand? Let us study carefully the demand and compare it with the products of our schools. Shall arithmetic be taught in the first grade? Obviously, the way to find out is to try some children without arithmetic in that grade and then compare them later in the course with some children who have had it. Remember, we teach modern languages in the same way in which

the child learns his mother tongue. Let us try and see what results we get, and then adopt or reject the method, as we secure better or not better results.

Some of you may, however, be skeptical of the possibility of attaining any such standard or unity of measurement as have been suggested. I shall endeavor to point out that such measurement is possible and to indicate briefly your relation to this movement for scientific inquiry which has already affected the educational world.

Standards of efficiency in teaching are not impossible. The part which each one of us is to play in the movement is of the utmost importance. It is not my purpose in anything which I may say in this paper to decry or belittle the importance of teaching. Our most vital progress has been made largely by the process of trial and error. That which is good is bound to persist and that which is faulty to be cast aside. The greatest difficulty has been that errors once discovered have been reintroduced, but have not had back of them the authority of scientifically established fact, and consequently have often failed of acceptance. The insistence upon the necessity for scientific inquiry in education is paralleled by the insistence which I have experienced upon the necessity for scientific investigation in the field of agriculture. The successful farmer of today knows his chemistry, biology, physics and economics. The successful educator must know the science of psychology, sociology, biology, and, on the administrative side, economics. Much of the progress which education has made in recent years has been due to the development of these sciences and their application in our work; but as progress is made in the science of education, the demand for those schooled in the art of teaching will increase rather than diminish. When we know definitely the result which we wish to secure, and the means best adapted to securing the desired end we will be thoroughly dissatisfied with the inefficient or half-trained teacher; the demand will be for greater skill and more thorough command of the art of teaching.

But to return to the main issue. What are the possibilities for scientific inquiry in discovering what the hope is that standards or units of measurement will ever be sufficiently established to enable us to judge adequately the results of school practice. As has already been indicated, progress in these sciences which are fundamental to our work will mean progress for the applied sciences of education. The principles or laws of psychology, sociology and biology will find their application in school work. But the discovery of these principles is not all. There are problems in education, mainly problems of accurate description and the measurement of results, which are peculiar to this field; and in solving these problems the methods of inquiry must conform to the general method of procedure in science. Our caring for the results will be justified in the light of methods by which scientific results have been achieved in other fields. Every problem is identical with that—the determining of the result desired and determining the means which can be best employed to secure

these ends. The final test will be our ability to foretell. The steps in scientific discovery, the observation which suggests causes, the gathering of data or evidence in the field of the former, and more carefully worked out hypothesis for observation and experiment to determine the validity of these hypotheses, and finally the results of one investigator fortified by another, that is the way to ascertain whether this work has already been done. Our leaders are better trained than they were formerly. We are beginning to bring together many facts in certain fields which are productive of hypothesis, by which are being tested by accurate description and careful measurements all results obtained in our schools and thus preparing the way for further investigation. We must not expect rapid progress in the field, because of the complexity of the situation in which we are placed because of the small number of qualified investigators or because of the lack of scientific spirit or inquiry of those qualified to make investigations. But some of the indications of the progress which has been made may be seen in the number of books published on this subject in the past years.

But I am anxious to emphasize the fact that we are in a fair way to secure standards of efficiency which are so necessary for the best work. This lack of standard of achievement cannot be too strongly insisted upon, because it is only as we realize that we lack adequate unities of measurement by which we can compare results that we make progress in the discovery of such standards. The man who recognizes no need for accurate measurement will get along with very inaccurate estimates of results. But if one realizes that more and better results are being secured in one situation than another, he will demand accurate measurement of results secured and of the means employed.

It will not be out of place to indicate at this time very briefly some of the conclusions established by recent investigators. We know as the result of the investigators in spelling that the best way to measure the pupil's ability to spell is not to have him write a list of words from dictation, but rather to write sentences in connected discourse. We know that one great difficulty with the work in spelling is found in the fact that the subject heretofore for the most part has not been taught properly, that the teacher needs to be just as active in teaching spelling as in teaching arithmetic or geography.

We can be reasonably sure from these investigations and from the principles of psychology which have particular reference to mental imagery, that among some the flash method *can* secure satisfactory results. Imagery for the most of us is not predominantly one type. Certainly it is not the thing for a class of children. What the teacher needs to do is to make as many appeals and secure as many sorts of images as are possible. He should have the child look at the word carefully, spell it aloud, and write it. Care should be taken not to allow random guessing, since the word spelled wrong once tends to be produced in its incorrect form when next required, even though it has been studied in the meantime. All of these

generalizations in the teaching of spelling have been established by the investigations already made.

In arithmetic we have been compelled to recognize clearly as never before, in so far as facility in arithmetical processes are concerned, how we must depend upon the principles of habit for guidance in our work. We know that a large part of the subject we call arithmetic has not depended upon the pupil's ability to reason. We know that arithmetic involves many different abilities, not only one faculty. But the various demands of arithmetic are not more closely related than are the abilities required in arithmetic and geography or in history and English. We used to think that by teaching grammar, we taught our pupils to speak and write accurately and with facility and that it gave them the ability to interpret the language of others more carefully. Now, it has been suggested by a careful investigator that as we now teach grammar, we do not secure the results we expected. That there is no direct relation between the knowledge of form grammar and the ability to speak or write with facility. This does not mean the ability to interpret expressions in English which are placed before the pupil. In other words, the results we have expected have been secured.

Our pupils may know a great deal and yet have very little opportunity to acquire new knowledge and meet new situations. We have only begun to recognize that it is the true function of the teacher to render her services unnecessary. In the method of memorizing, children very frequently use a very poor method when left to themselves. Instead of discovering the principal thought unities, children commonly take the first line, then the second line, then the first and second, then the first, second and third, etc. Now children can be taught how to study, how to memorize, how to form habits, how to attack a new problem, and this investigation be conducted in a scientific manner. Admitting the inadequacy of much of our teaching and pointing out the remedy, at least in part, is of the utmost importance to every teacher. Supervisors and superintendents, it is this last point which I wish to emphasize, namely, the attempt which is being made to investigate scientifically the problems of teaching in which we are all interested. Without stating further illustrations it must be apparent to each of us that we have a definite obligation in relation to the work which is being carried on.

First of all, the success of the work or of the movement for more adequate standards of efficiency and teaching depends upon our attitude. We can, on the one hand, scoff at the investigator and prejudice others in so far as we are able against careful investigation. Some people of good intention take great pride in saying that any one can measure the best things in the school, the influence of the teacher, the school atmosphere, spirit, and the like. One may ask if there is any reason for denying the validity of the tests which have been made concerning the results which teachers secure in school studies. In my own experience, I am sure that the teachers who did the best teaching, those who secured

the best results, were not the ones who lacked in influence or in the finer elements which make for character and refinement. It is true that the inefficient and lazy teacher has something to fear from the application of more adequate standards of efficiency, that is if they wish to remain inefficient and lazy. If, however, they are anxious to excel, they must welcome the investigation which will discover to them their weakness as well as their strength. The strong teacher will be only too glad to find out where she can strengthen her work, and in what way time and energy can be used to the best advantage.

But we have something to do besides giving encouragement or accepting gladly the work of those who investigate our problems for us. Every teacher, worthy of the name, every one who belongs to the teaching profession, is by virtue of that fact a student of the sciences which are fundamental to our work. The difference between the day laborer or an artisan and the professional man is found in the fact that the latter continues to be a student of the problems involved in his practice, while the former is apt to work by rule. The teacher who is thoroughly alive, professionally, will in increasing measure study psychology, learn more and more of the social significance of his work, be keen to assist in the application of higher professional standards. The professional teacher will by virtue of his knowledge of the field of education have a certain poise which others lack. He will not be moved by every expression of opinion, he will not accept the views of even a college president unless he is confident that they are views which support the hypothesis advanced. He will not be a follower of every fad, but will continue to investigate before reaching conclusions; and his abhorrence of random guessing will be reflected in the attitude of his pupils. Such a teacher will secure results which contribute to the social welfare, both while the pupils are in school and in their later contributions. As we make progress in the direction of standards in teaching, when we know just what sort of results we may reasonably expect, and the means which may be employed most advantageously in our work, then, and not until then, will we have the confidence and respect of the community.

As long as the study of medicine consisted largely of guesses and superstitions and prejudices, the doctor had just that measure of respect which was due to a quack. We all respect the achievements of the modern physician because the elements of uncertainty have been removed.

We, as teachers, are only emerging from the quack stage. We still admit to our ranks those who have little or no preparation. We are still too prone, too, to be moved by other opinions. We still deserve the slight made by the man of business or the professional man, "Oh, he is only a teacher." But growth and development in our profession is at hand. Just as the physician built his knowledge of medicine upon science and chemistry, so the educator is building his upon psychology and biology and sociology. There are still quacks among physicians. We must expect the educational quack to decry and hinder the scientific move-

ment in education, but we need not fear the result. Our problem is rather to choose among which group we are to be numbered. During the time of most of us, the profession of teaching will receive such recognition as it never before has enjoyed in the history of the world; and we deserve this recognition because we work, knowing the ends we seek and the means whereby they can be best secured. We have an accepted standard of efficiency, we work with greater devotion than ever before. It is a glorious future which we have before us, and I for one am glad that I belong to our profession.

The President then introduced the next speaker on the program, saying, "If I could speak of one good trait more prominent than another in Mr. Worthington's character, I would say that he is a man to recognize a good teacher and to advance her. It gives me much pleasure to introduce Mr. John D. Worthington, President of the Harford County School Board."

#### MR. WORTHINGTON'S ADDRESS.

*Madam President and Fellow Teachers:*

If I had not broken a bad but very lazy rule of committing to writing what I have to say, your gentle chairwoman would have quite deprived me of the power of saying anything. But we who know her best, know her generosity is in proportion to our weakness and hence my very kind introduction.

#### THE COUNTRY TEACHER.

*Miss Chairman, Ladies and Gentlemen:*

I can conceive of no greater honor than to enjoy the privilege of speaking to this audience on so exalted a theme, and my self-satisfaction is fully tempered with my consciousness of your indulgence in listening to one who does not claim that he can speak *ex cathedra* or even in harmony with the wealth of experience of many of those present. But, just as the onlooker of modest skill may see possible moves on the chess-board which the professional player in the excitement of the game loses sight of, so the busy man of the outside world sometimes is able to give a pointer to the teacher in the school room which the latter's arduous labors and secluded field of action excluded from his vision. Performing, then, as suggested by Horace of old, the office of the whetstone, we dare to attempt to whet the already keen edge of your professional skill to a standard unattainable by ourself.

So rapidly have commodious school houses, modern text books, pedagogic devices and new methods of instructing forged to the front in recent years that we are almost led to believe that the royal road to learn-

ing has been discovered, and that the teacher is but a minor adjunct in the school room; but we frankly confess that we are so far behind the procession in education that we are a rank heretic against any such doctrine. On the contrary, we stand on the old-time platform that "as is the teacher so is the school" and hence that a good teacher is a *sine qua non* of a good school—that in the later manhood and womanhood of the student, who walked the teacher's platform will be reflected far more conspicuously than who wrote the text books; who aroused their dormant faculties than who furnished delightful quarters for them to work in, making the body lax and the brain torpid with soothing luxuries.

In fact, we believe that the retention of the hard wooden benches of Oxford University accomplishes far more than merely to keep up the atmosphere and the traditions of centuries ago, for they require sufficient physical exertion on the part of the students using them to produce at the same time a mental effort and alertness most conducive of literary growth.

We do not feel prepared to improve on Matthew Arnold's definition of a good teacher when he defined such as a scholar and a Christian gentleman, but probably a brief analysis of these qualities may disclose to many here their own pictures, so that their success in the past will not only be plain, but will act as a keen incentive for all the better work in the future.

We add by word of explanation, however, that our teacher is herein-after referred to in the feminine gender since today such a large preponderance of county teachers belong to the female sex.

First, then, we would urge sound scholarship, that a teacher can impart knowledge which she does not possess is such a paradox that we will leave its solution for any one who may believe in its truth, but for ourselves we will lay down the further proposition that no one can impart to another nearly so much as she knows herself, for the teacher's work does not call for a daily dress parade of her mental equipment, but it does call for a display of knowledge at a moment's warning along lines she little expected.

So long as she deals with the sons and daughters of Adam and Eve, so long will she find their inquisitive minds traveling into unlooked-for fields, and woe is the day when the little child finds his teacher hiding behind the dignity of her office or vainly seeking among the pages of the text book for that which he had a right to believe was a part of the teacher herself. We have used the words "little child" intentionally, for so wide is the range and so profound the possibilities of the older child's inquiries that the teacher who claims before such that she "knows it all" soon convinces her intelligent student of the high school grade that she convicts herself out of her own mouth of boasting a knowledge which she cannot make good. To such students we can wisely say that we only claim to know more than they and are present to help them; it will be but a short time before they will not fail to see that our knowledge is a tower of strength to us and a fountain of inspiration to them. Above all

things, let the good teacher be well equipped on the special subject in hand; never during recitation lean on the text book to discover the theme for the day; but by previous preparation—brief if possible, but long if necessary—gain beforehand so complete a picture of what is to be done that the text book in the class becomes the teacher's corroborating companion rather than a crutch for substantial support. Applying this, we suggest that every inexperienced teacher should begin in a field one degree lower than that which she has left as a student. That is, the graduate of the university alone should be called to the college professor's chair; the college graduate should not start higher than as a high school principal; while the high school or Normal school graduate should content herself at the beginning of her career with primary or grammar school work. I do not believe that this remark will injure the dignity of any here present, for I am conscious that your exalted presiding officer has early and often impressed upon her graduating classes that they, when leaving their alma mater, have only reached sophomore honors.

Second, But to scholarship must be added experience. The experience of others is acquired from text books of pedagogy and thus the young teacher of today starts with the wealth of experience garnered during the past thousand years. Its importance cannot be over-estimated, and professional studies have for years been on the prescribed list of subjects on which proficiency must be shown by the certificated teacher.

But there is an experience which does not come from books. It is the product of our own days of toiling, accumulation of many days of torture, crowned with final triumph or defeat. Nobody else's experience will ever be burned into our memory so deeply as is our own; and, purged by this fiery furnace, the teacher is made strangely indeed if she does not come out of the ordeal a bigger, better, stronger instructor.

To the young teacher just starting at work, who believes that her Normal diploma is a warrant of her perfection which rates her first grade, first-class, though just beginning to teach, we say "Do you not think you will do better your second year than your first, and so for at least several years continue to grow until you begin to shrivel? Then you do not start as first-class."

Recognizing this all important factor, our school law properly leaves here an open standard to be determined by the visiting superintendent who critically examines and carefully measures the actual work done.

We do not believe it will be foreign to our subject or unfruitful in its results if we follow this "teacher of teachers" as he knocks at the country school house door. No visits have in them greater possibilities for good, and no care should be spared to make them professional in nature, thorough in detail, tactful in style, uplifting and helpful in results. This visitor approaches as a critic, and as such he should remember the varying duties of the critic—to discover, to condemn, to commend and to construct. We hardly know which of these is the most potent factor of a skillful professional visit. To fail—gently if possible, vigorously if must

be—to point out errors is to silently ratify them; to fail to commend what is deserving of commendation is an egotistic way of claiming that nothing is good unless it comes from oneself, and to fail to show the true road is directly opposite to the cardinal rule of Equity that when pointing out the wrong we must also point out the remedy.

This visitor, having noted the condition of the property from without (which, by the way, is the only means the casual passer-by has of measuring the school), enters, and during his early stay studies actual conditions.

While some class recites under the care of its teacher, he observes the room as to cleanliness, adornment, arrangement, adaptation to its use, the evidences of thrift or otherwise which the children are responsible for, their appearance, demeanor and responsive work; and by a five-minute glance at their examination papers he sees their knowledge of English (including capitalization and punctuation) orthography, penmanship, and the special subject on which the examination was given. He is now ready to take in hand the students himself, and by critical examination and model teaching to meet conditions as he finds them. Towards the close of his visit the school should be taken into his confidence and when he leaves, all who are in that house should feel that his visit was for their betterment and be inspired to show him its good effects upon his return. His advisory conference with the teacher should be after pupils have been dismissed and should be thoroughly frank and confidential in its nature. It is needless to say that such a visit cannot be paid in a short time; it should be at least of half a day's duration, and often a whole day will be necessary for a single room.

It would be recreant for me to make no reference to the bane of the country school teacher's existence—the disciplining of her pupils—yet it would be an act of personal vanity and supererogation on my part to attempt to treat it at length. Let the teacher ever remember that the essentials of success in this line are, a knowledge of human nature, courage, tact, patience and personal magnetism; and that the American people are easy to draw, but extremely hard to drive. The days of brute strength are done for; I have seen a little lady at the head of a large school, any one of whose big, burly boys could have put her in his pocket, yet she carried that school in the hollow of her hand.

True, some people are born to rule and some never can acquire the art of ruling, but my own observation leads me to believe that the bulk of failures result either from not ruling one's self or meeting the case in hand by wisely using the best means at our disposal. Suffice it to say that the teacher who finds at the end of her second year's work that she is a failure as a disciplinarian should at once conclude that she has missed her calling and seek it in one of the many other vocations now happily open to ladies.

The country school teacher should ever work on the basis that her school is the center of the civilization and the highest ideal of that com-

munity and should always work with that vision before her. With this in view she will cultivate an attractive personality on her own part and as far as possible inculcate it in her pupils. May I go back some years in my dreams to a country school I visited on a mellow morning late in May? The presiding genius gave me a cordial greeting and the pupils were not perturbed by the arrival of the examiner. The teacher's dress was simple, but faultlessly neat; her voice low, but distinct and sweet, and it was plain with a moment's observation to see that she was queen of the room and her pupils were her loyal subjects. The room was clean, the blackboards quite filled with well-executed work and the walls were adorned with attractive but inexpensive pictures. Some forty pupils occupied the seats. They came almost entirely from the humbler walks of life, but their clean wash dresses, neat collars fastened by a simple bow at the throat, well trained hair and attractive faces indicated more to me than would have wealthy garbs in unkempt condition. The air of the room was fragrant with the odor of lilacs and wild flowers which could be seen on nearly every desk; during study period the only noise was that which results from the busy bustle of little lads and lassies. Recitations indicated that each pupil realized that he was in business on his own account and that the teacher was his senior partner. At intervals this teacher paid short visits at the pupil's home (previously announcing her intention of coming where prudence dictated) and occasionally she held a Saturday "afternoon" at the school house when parents visited her and a co-operative bond of interest in the children was nurtured for their mutual benefit.

This teacher has long since turned her attention to a kindergarten work in which she has a very selfish interest, but as the bone and sinew of that community come to my office to transact business from time to time, I feel sure that I can detect the marks of training made twenty years ago by "her of the gentle hand."

A selfish interest, my friends, should prompt each of us to do no less. The teacher's financial reward is small and it always will be; the salary of a good stenographer who spent only a year in preparing for her work is in my county better than that of any lady teacher working there, and the State never will be able to pay teachers from the public purse what their services are really worth; but as the years go by and one sees in a community an industrial thrift, a moral tone and an enlightened public sentiment which can fairly be traced to a considerable degree to her daily work in its country school houses a generation before, she realizes with all the best happiness it is man's lot to share, that she laid up there her treasures which neither moth nor rust could corrupt and where thieves could not break through nor steal.

It has been upwards of twenty years, my friends, since I walked my own platform and during that time a more than ordinarily busy life has brought me into contact with many men and measures, but I here frankly assert that no occupation has ever brought more genuine pleasure and

profit which is above price than when as a teacher at the end of the day I could honestly believe that I had helped the youth and maiden of my high school towards becoming the best manhood and womanhood of their community today, and the happiest moments of today are when I see these hopes have become an accomplished fact.

The President then announced that the next thing on the program was "English in the Public Schools, Primary Grades," Miss Isobel Davidson being leader, and being followed by Miss Hanna A. Coale, of the Maryland State Normal School; Miss Nan L. Mildren, of Frederick; Mr. Dandridge Murdaugh, of Cambridge, and Miss Lida Lee Tall—Miss Tall being absent, however.

In introducing Miss Davidson, the President said, "Miss Davidson is one of the most loyal members of this Association. She has not been many years with us, and yet she has never failed to respond, and respond ably whenever called upon. It was only at the last meeting of the Association that Miss Davidson read a paper prepared for this Association."

But before beginning the reading of these papers, the Glee Club will give us a song, and I would like all who have the papers to come upon the stage and be ready.

The quartette then sang "Daisy Land," after which the following telegram was read, which had just been received from the Ohio State Teachers' Association: "Hotel Victory, Put-in-Bay. To the Maryland State Teachers' Association, Mountain Lake Park, Md. 'The Ohio State Teachers' Association send cordial greetings.' Signed S. H. Mayarry, Secretary Ohio State Teachers' Association."

The President then said, "I think it would be appropriate in us if we would send a message back to the Ohio State Teachers' Association, and if the Association is willing, I will do so without spending any time in having any one make any move in voting upon it; so will take your silence as consent and will send a reply."

The following announcements were then made by the Secretary: Superintendent Willison desires to meet, in the auditorium, all of the Allegany teachers present at the meeting immediately after the close of this session.

The High School Teachers' Association will meet today at 2.30 P. M. and all the high school teachers are asked to be present at that meeting. Also the commercial teachers and the manual training teachers.

The manual training teachers will meet at four o'clock in the same building—the Hall of Philosophy.

The following are appointed on the Committee of Enrollment: Mr. Edward A. Browning, of Allegany County; Miss Fanny G. Griffith, of Baltimore; Mrs. Emma Saffle, of Howard County; Miss Inez Johnson, of Allegany County; Miss Sarah Williams, of Baltimore; Miss Margaret Robinson, of Carroll County, and Miss E. V. Ricker, of Baltimore.

Each member of this Committee on Enrollment is requested to see the Secretary at once to secure cards and badges, and each teacher present at this meeting is asked to see a member of this Enrolling Committee in order to secure a card and badge.

Mr. A. C. Willison, of Allegany County; Miss E. V. Ricker, of Baltimore, and Mr. McMaster, of Worcester County, are appointed on the Auditing Committee.

Mr. Earle Wood, of Montgomery County; Mr. Y. C. Bruff, of Baltimore, and Mr. Charles T. Wright, of Harford County, are appointed on the Committee on Resolutions.

Mr. Biddle then said: It will be well to understand that the afternoon meetings, or the side meetings, are somewhat private, being intended for the members of the Association, though, of course, there would be no objection to others coming in, if they desired. These meetings will be held in the Hall of Philosophy.

In conducting an Association like this, necessarily some expenses are incurred; and that those expenses may be promptly met I ask that all those who have bills will present them as soon as possible to our Executive Committee. You have a right to know how your money is expended, and the Committee desires that you shall know.

We wish these bills presented, audited, paid by the Treasurer, and that his report shall be presented to you before we adjourn that you may know just what is being done. I therefore ask that the Executive Committee will meet on this platform this evening promptly at 7.30. That Committee is composed of your chairman, of Mr. Howard C. Hill, of Allegany; of Miss Johnston, of Ellicott City; Prof. E. H. Norman, of Baltimore, and Mr. Stone, of Prince George's County.

#### MISS DAVIDSON'S PAPER.

##### *Madam President and Members of the Association:*

A group of us have come together this morning to talk on the subject of "English in the Primary Grades," and the number of supporters with me makes the work seem very easy. You know group work is becoming a common practice in many of the schools in the country, because many educators have come to believe that through co-operation upon a certain topic or a chosen topic of common interest better results are attained. We are not working entirely alone, and so I must confess that I have not felt the weight of this subject which we are to present.

Now a brief glance at your program shows that we are to open the subject of "English in the Primary Grades," which is a very large subject and it seemed best to divide the subject into topics.

I regret exceedingly that the subject of "Dramatization" will not be treated separately this morning, as Miss Lida Tall had anticipated being with us and until a few days ago she had hoped to be here and give her

share. However, the subject will not be wholly lost, as it will be briefly touched in one or two papers, and perhaps in another way as well.

The subject of "English in the Schools" has been talked on many times before Associations, and it is still an unsolved problem, it seems to me, and so this morning, though we are a co-operative group and hope to center our attention upon this, and have done so, we do not expect to solve it altogether. We only hope to strengthen our purpose as well as our practice.

#### ENGLISH IN THE PRIMARY SCHOOLS—THE TEACHER'S PREPARATION.

A brief glance at the program shows that we are to discuss a problem of common interest. We don't expect to solve it, but through co-operative effort and concentration of attention upon the one subject, "English in the Schools," we do hope to strengthen our purpose as well as our practice.

Many, many teachers are awake to the necessity of doing *something*, but have most vague and hazy ideas of that something to be done. For these reasons, therefore, emphasis is laid this morning upon the factors which affect English teaching. One of these is the teacher. You know—

We may live without lessons in English, we may live without books,  
We may live without outlines, we may hide them in nooks,  
We may live without story or drama as features,  
But civilized children cannot live without *teachers*.

Since the effectiveness of any educational agency depends upon the teacher, her preparation and fitness for the work is an important consideration. The quality of English teaching depends upon the atmosphere which she creates—upon the outflow of her spirit which manifests itself in things spiritual as well as things external.

What is it that makes right atmosphere? Right attitude, right preparation, right personality—these three. "Sometimes it seems to me that nine-tenths of what we give to other persons is in our personality," says Woodrow Wilson. We say she has a strong personality. What do we mean? A good appearance? No, a good appearance may be an important factor in one's personality, but the terms are not always synonymous. The efficient personality is a matter of character, earnestness, enthusiasm, energy, indefinable charm. In such a presence growth takes place. The electric spark, the personal magnetism acts as a stimulus, an inspiration. In an exactly similar way the teacher in school must be inspired, if she would inspire her pupils; but it is inspiration and insight based upon right scholastic attainment. The teacher's preparation, therefore, shall be both cultural and professional.

The opportunities for culture are many. Briefly, good literature, good art, good music, good drama, to uplift, to encourage, to take us into

fairyland, to put us down at the Wishing Gate, to bear us out into the world of the ideal from whence we return strong to cope with the real; contact with good people in books, and good people out of books, for social life of the right kind is a basis that every teacher should have. The school is pre-eminently a social institution, and the teacher primarily a social worker. One should also have contact with children in the home environment, to know and appreciate their naturalness, naivete and idiosyncrasies. To know children *sympathetically*, that is the point. One should know how to play with them, how to enter into their little world of realities and make-believe. Someone has sagely said, "The great man is he who never loses his child heart." Nature, books, friends, children, through these experiences we gain outlook, enlarge the vision, cultivate sympathetic insight, affecting our judgment, ideals and conduct; and the teacher who drinks deep from the springs of culture will give to the children a permanent and innocent joy through her own radiation of light and warmth.

The training shall also be professional. Successful work depends upon educational perspective, upon a well-defined aim of education. To see our work in relation to the past efforts and to fit it to present needs is what professional training does for us. The choice of subject matter and method, no longer haphazard, recognizes children's interest—how a child thinks; his responses to stimuli; the demands of his body as well as of the mind. It is the consideration of the *what* and the *how* in its relation to *who*. Professional training gives opportunity for observation and demonstration of applied theory under the guidance of skilled instructors in training schools and colleges. This theory and practice sets ideals for future work, and decreases the number of errors likely to occur in independent experimentation. Child-study, genetic psychology, and contact with children in the ideal school room increases our respect an hundred-fold for the bundles of activities that sit upon the benches, and as we learn that children are more alike than unlike—like peas in a pod, all green, all ready to grow—we discover certain unalterable laws which may help or hinder, as the case may be.

Imitation is the natural tendency common to all children, and through it habits are instilled which bind as with fetters or give us the wings of Hermes. Imitation and habit, upon these English depends.

There is a marked difference between English and all other subjects of school work. Let us take arithmetic as the type of other subjects. To succeed in arithmetic you must understand certain processes, and *perceive* relations of quantity. If you have forgotten or don't understand, some one else can solve it for you, and you are not ashamed. But did you ever explain willingly and without a blush that you are a little rusty in English, therefore could not write the expected letter, or for that reason could not join the literary club? No, we don't say that. We make other plausible excuses, even to ourselves. English is not a matter of special knowledge, to put on or off as you choose, but a matter of character, of training, a

reflection of mental habits. The manner of expression exhibits the qualities of the personality. English then ranks with manners which are to be practiced by all, and never to be forgotten by anybody.

What has this to do with preparation for teaching of English? It changes our point of view, emphasizes our method of procedure. English expression depends upon *habit*. Other things are matters of knowledge, expression is a matter of habit. This is the key to the situation. The teacher is a habit builder, a habit trainer. She can say to herself none too often that her children can learn good English only by speaking, reading and writing good English until the reaction is habitual.

Frank C. Bostock, in the "Wild Animals' Kindergarten," says: "The successful performance of trained animals depends upon the instinctive following of long accustomed habit. No animal is ever allowed to back-slide. Each thing done one day must be done the next day in exactly the same way." Excellent psychology this, for those who train little human animals. In its very nature habit implies repetition. It is natural to do a thing a second time as you did it the first time. Ere long you develop a way of doing, you establish your manner, your style. (It is never too late to learn, but it soon becomes too late to form a new habit.) One must know that the formation of habits is a very different thing from the acquisition of knowledge. Notice, we are wont to speak of habits of speech, habits of writing, habits of misspelling, but who ever heard of habits of geography, arithmetic or history? In the first instance, one is becoming habituated to an act; in the latter, possessed of information. It is never too late to learn, but it soon becomes too late to form a new habit. Everyone talks, writes as he is accustomed, not as the rhetorics say. Teaching English is largely the supervision and correction of innumerable acts of expression. It is the supervision, correction and formation of *habits*. It requires patience, watchfulness, power of insistence, and absolute inability to tolerate badness. Preparation includes patience born of knowledge and recognition of standards or ideals suited to each stage of development.

The little child is an imitator when he comes to school; making no discriminations between the good and the bad he has already made rapid headway in establishing habits of speech. He hears and he speaks fearlessly within the range of experience. If always correctly, we would have cause for congratulation. But for various reasons, these early attainments are full of imperfections. A teacher must expect this and preparation to meet the difficulties is half the battle.

The children need assistance in the correct use of English, spoken and written, in the gentle art of reading, in the acquisition of taste for good literature, music, art, in removing the limitations of vocabulary through enlarged, incomplete experience. Here are specific needs for which the teacher makes daily preparation. The teacher's own English should be correct and appropriate. She is to train the ear and the eye to be sensitive to stimuli. She is the model, none like unto her; living, pulsating,

vibrant. Children are touched by stimuli that attracts, holds, controls, but her wisdom and power of personality are in competition with the attractions of the home and street where language habits are readily fixed. One must be *alive*, because the street is full of teeming life and action. What a child admires that he will imitate; so often the hero of the street and the queen of the school room are pitted against each other.

Errors in pronunciation and enunciation through physical defects and bad models are to be overcome through the perfect model and correction courteously given. The use of the voice in reading and speaking is affected by the ideal the teacher sets in every exercise of the day. Is it quiet, forceful, restful, sweet-toned? Then will the children's be also. The working stock of words, phrases, sentences is to be increased through various methods; literature, in the story-telling, reading, memorizing, and again through imitation of the teacher who needs therefore to enlarge her vocabulary.

"Look well to your speech," says George H. Palmer. We speak a hundred times to every time we write. Why then do we hesitate to swell our words to meet our needs? It is a nonsense question. There is no reason. We are simply lazy, too lazy to make ourselves comfortable. Like the bad cook we seize the frying pan whenever we need to fry, broil, roast or stew, and then we wonder why all our dishes taste alike, while in the next house the food is appetizing. One new word a week incorporated in our vocabulary would give us a working stock equal to Shakespeare's 15000 (and to the teacher who says, Sit, stand, that will do, you may read, etc., this acquisition would at least save her from dullness). Of course I know that when we use a word for the first time we are startled, as if a firecracker went off in our neighborhood. We look about to see if anyone noticed, but if there is not the movement of an eyelash we are tempted to try again.

A teacher's preparation should not only include increase in vocabulary, but knowledge of the structure of composition, the paragraph and the sentence within the paragraph. To aid children in rational, coherent expression, oral and written; to get the theme of paragraphs read; to make corrections which will be helpful to them, a rational study of the art of composition should be made by all primary teachers.

Ideals of perfection and beauty in English are best presented through the medium of literature suited to the age and experience of children. Through literature we feed the imagination, and it is the imagination that transmutes knowledge into power and knits together the ideal to the real. The imagination—"the stuff that dreams are made of," yet dreamers of the world feed the fire that supply the motive power of progress. It is this endowment of the human mind of which we educators take too little account. Stimulated by story-telling, it vitally and directly influences oral reading and language.

Is it reading or story-telling? Then the teacher must be a model reader or story-teller with all that this implies of insight, sympathy,

imagination, dramatic control, of the power to judge and appreciate what is truly good in literature.

Story-telling is an art, a gift it is true, but like some others it is also the gift of persistent effort, for it can be acquired through unrelenting practice. Work over the story until it becomes yours, then burn up self-consciousness in your desire to share your joy with others.

I would have story-telling and the ability to read poetry a part of the theory practice examination for teachers' certificates; certainly give it an important place in training school work. Every teacher who has had no such training should feel it her bounden duty "to go to school," and acquire this most difficult and most indispensable of arts.

Then, too, dramatic skill. Young women in training schools should have opportunity to dramatize stories that they may understand the plan of procedure in the classroom. "All the world's a stage and we are only players." It is not surprising to learn that grown-ups take scarcely less interest in playing a story than do the little tots. Indeed, I have no doubt but there are more thrills of delight along the spine. Story-telling and dramatization train one to be logical, thoughtful and clear-headed. One can recall and tell a story after a fashion, but to tell it in the order of its progression, making clear distinctions as to essentials requires much orderly practice in narration. Herein lies one of the chief benefits of story-telling and dramatization in the school; training in orderly thinking and saying. The chief business of the school is to train children in the habit of thinking and speaking correctly because they have something to think and talk about. Motive for doing is of prime importance. A part of the teacher's preparation determines that the work shall be dynamic; related to life through real issues; the Correspondence Club, the Dramatic Effort, the Debating Club, the Records and Reports for future class use and other ways which the fertile mind suggests.

In conclusion every teacher must realize that training in English is dependent upon the whole life and atmosphere of the school, upon the fact that every exercise is an exercise in English; upon the teacher's personality; upon the sympathetic understanding of children; upon the degree of her cultivation; upon the books she reads; upon her associations; upon the kind of English she uses, and upon her realization of the truth, that imitation and habit are controlling factors in English teaching. Through right preparation of the teacher all things are possible unto the little children.

Miss Coale was then introduced by Miss Richmond.

## THE BEST WAYS FOR EXPRESSION OF IDEAS.

By Miss Hanna A. Coale, State Normal School.

The teachers of English in high schools and colleges have been complaining, and do complain, that the average student's powers of expression lags far behind his ability to think. They say that the students cannot write the words, and the result is a jumbled affair, with no logical connection; probably not. True, form is necessary. This cannot be forced nor is it mechanical. It must be a constant growth from the time the child enters school. If we are at fault the trouble lies in the lower grades. It is there the ideas are to be brought out in the right relationship; it is there we must begin this form which in later years he uses conscientiously.

One must feel strongly to write well. Force comes from our own feelings. It is impossible to express what we have not in mind; this experience is not a new one to us. How we read, study, get into sympathy with our subject before we even attempt the written words. The clear seeing, the clear thinking must be present if the expression is to come. The careful preparation on the part of the teacher is to be taken for granted. We sometimes expect these pupils to know, to see as we see. This clear seeing comes only after actual contact; through excursions, objects or whatever may be best in the work at hand. Then the clear thinking, which comes through the clear questions, must follow the clear seeing. These questions by the teacher take the story or description in its natural order and in answering these, the form, clear and effective too, will be the result. How necessary it is that the preparation is the best the teacher can make! The complaint of results is apt to be caused by lack of effort on the teacher's part. The "best means for getting expression" must be brought out before we turn to the "best way for expression of ideas." If our work is completed as far as clear seeing and clear thinking are concerned we may turn our attention to the ways of expression.

We think of only two ways when we have thoughts to communicate; the spoken or written word. The artist, the musician, and those gifted with such talents, have a third, perhaps a fourth means by which they convey to the world their ideas. What a field is open to the little child! What a number of ways he seeks to tell his childish thoughts! We force the words perhaps, when some other means might be more adequate. Ruskin's definition of education was "not an addition of knowledge but an enlargement of self." This holds true today. The child must grow, must often select his own way to tell his thoughts. What growth can there be when we force the expression we prefer? One of our recent writers tells us that there are no mute inglorious Miltons. We have it, however, within our power to make or mar many points which may help the individual on his road through high school or college; those daily themes, those trouble-

some papers may become a joy if the pupil has unconsciously been walking in the straight and narrow path.

The expression is necessary to the growth of thought—it is true of the race and of the individual. Our immediate concern is getting the expression. Every idea that is concrete and valuable must be understood as seeking expression. What ways are open to the child? Words, play, song, paper cutting, pencil sketches, hand work. Are not these enough? We do not add to language through words alone.

The little child starts with the story; the interest never wavers with a teacher who knows how to tell a good story: Fairy story, fable, Mother Goose, scenes of home life in poetry and description, primitive life, all have their appeal. The play element is the part which makes the especial appeal, and the value of play in early education has long been recognized. The fables are nothing to them unless they can be the wind, the sun, the dove, the woodpecker, the fox, or the crow. We relate or they may read the story. Some ideas are in their minds. How do they feel toward the particular personified object. They may tell you in words that the wood-pecker was hateful but that the dove had a loving disposition. Are words enough here? The sentences may be given in good form and may be written well. Give them a chance to play the story, with or without the words whichever you please and see the scornful expression of the wood-pecker, the sweet, gentle one of the dove, and you find a feeling there which their vocabulary will not allow us to discover. It is the training of such ideas and feelings here that gives rise to fluent expression in later years; that causes the child to examine critically into the characters of those people with whom the printed page makes them familiar.

The original meaning of art was to fit. The artistic way of saying anything is the fitting way. Have we any other device at our command which demands the fitting expression as our play or dramatization demands it? The mother goose rhyme makes its appeals through rhythm and is memorized. The whole class of little folks will enjoy the play, merely repeating the words. A step further and they use their own words, but these words must fit the thought. They are constructing now; not entirely original, but they are building and growing. From the imitation they pass to the more original: a fable, as before mentioned, gives situations but the words must be their own. The situation at first involves only a simple plan, something easily grasped. Then we pass to the more complex, the Greek stories, Robin Hood, William Tell. The stories here have divisions, one part of more importance than another, but the important part not the first, because the order in which events occur must be taken into account. A guiding hand, and this is understood. When the plan is shown, the parts of the dramatization may be written. Here we have what is necessary for the written work. Something to write about and a reason for the writing; the play to be given when completed is a motive which holds through the work. And, what have we? First, the repetition of some one's else words, the child repeating, imitating; then the simple situation

when his own words express the thought; then the situations to be separated, arranged in order, the growth of each part becomes his own, and the fitting way to express his thoughts is the only way. With the simple play in the primary grades, when very little written work of this character should be required, the interest is in the doing, but in the older grades the motion must be given or the work will lose some of its vigor.

The right feeling, the right spirit must be in the work. We feel better for music; happier, more cheerful. Allow the children to sing their happiness, their joy. By doing so, they are giving vent to those feelings which will help through the day. The kindly feeling toward one another, the wish to be helpful, to be brave, if true in song and expressed in this way gives that attitude which is necessary to effective work.

We pass from the play to another means of expression. For the present, we shall suppose we have been dealing with pioneer life and know Daniel Boone fairly well in story. This story is to come back to us. If we have told it well, vividly, step by step, it may be reproduced as oral language. If we ask for an independent, written story, what a mass of sentences and misspelled words is the result! Take only part of the story, "The Building of the Fort." We may, by helping the children, get an outline upon the board, then write the class story correctly, each child contributing something. This is not all we want. If in the place of the reproduction by words and the cold barren outline upon the board, we give them the sand table, the fort is soon constructed. Let them hunt their own materials, if you wish, and watch the ideas develop, become clearer as their hands carry out, clarify the ideas. The location of that fort, the shape, the log houses at the corners, the palisades, and opening and open space for protection of their animals. It works out in order, precision, and then if we wish the outline for written work it means something to him. Is it not as he built it? Those cold, hard words are now to him real. Here then lies the basis for topic sentences, paragraphing, and unity. We may change to the much-used Robinson Crusoe story. Claim it primarily for geography, reading or language, what you wish, it gives this latitude. Let them work this out upon the sand table. It is not true that the details are worked out at first. The crucial point in the story leads. Invariably, they construct the island, the rivers, hills, slopes; then follows the house near the edge of the road but by the fresh water. Has he not grasped the order wished if you had asked for a written story. If you give such an outline as (a) descriptions of island, (b) locations of house, (c) surroundings, question ever so simply and clearly, the result will not be a free natural expression like that which follows the work of their own hands. Give him free play and watch the growing centralization of thought and attention to detail.

The picture does not give us the same value as the sand table, although we do not want to do away with children's drawings. The little tot of three years seeks to express his ideas by pencil and paper. A straight mark upon the paper may stand for himself, and a dot for his dog. You

do not understand until his lisping words tell you, but he does; he sees the position of things as imagined by himself and without words tells it. This is true of the older child. Let them express their ideas through the picture, not force the written words, when the picture is a pleasure. Here, too, they show this correct thinking. This is also our opportunity. Help them get the right ideas in their right relationship.

A visit to Fort McHenry with a fifth grade class resulted in the reproduction of that fort upon the sand table. (How critical these class mates of ours can be.) Nothing but accurate accounts were allowed; the exact number of cannon and place of each must be here. It was finished before nine o'clock of the next morning, yet "The Descriptions of Fort McHenry" were well told and we had no fault to find with the telling. This was not all. The cannon and soldiers were to be described. On the sand table, sticks of wood had represented the cannon. Pencil points and brushes played their parts. Not a perfect description, but in detail enough to allow these children to write an independent description story, which could not have been done until they had worked out their ideas for themselves.

Modeling has its place; has its advantage over the sand table and the pencil sketch. The clay or a mixture of salt and starch, colored as you wish, provide materials. The animals, fruits, birds' nests, objects noticed upon our excursions are reproduced. To do this, their color, form, and shape must be noticed, and the little child's description is told by his fingers, not words.

Perhaps, we have been telling the story of "Red Riding Hood." How best get the expression? Paper cutting must help us out. The child will no doubt select this way for himself. The wood, the little girl, the wolf, and the grandmother's house in the distance. The child has no wish to make the house prominent. He is telling the story so the principal characters stand before us, placed where we can easily see them. This is a narrative and he wants us to know the girl and the wolf. He reaches the climax of the story, and it is that part he tells to us through the paper and the scissors.

Then comes the oral language. Use of this is necessary, but it must be a natural growth after and through these other means. The simple little narrative retold in childish language, the every day experiences of the child which he is so fond of relating, something which he can talk about is all that we should expect.

When it comes to re-telling the story, the teacher's questions are the guide. If the story is not moving in the proper order, how quickly it changes by a simple question of how this or that could occur before another thing happened.

Then, lastly the written story. We do not expect this, until, as has been said before, the clear seeing and clear thinking are both present. The story must be written with attention to form on our part, but the child takes it as to parts or divisions, and he sentences within those parts. The difficulty here is to bring this about. We go back through our method of procedure,

the work we have been doing through song, play, or construction; questions as to the way we carried it out there and the why of this. The child grasps the divisions, the important sentences, and all we can expect. Here is a chance to put in a plea for correctly written stories. Stories where attention is given to form, structure, unity, climax; stories judged by those capable of judging. We teach one thing and place in their hands books which do not carry out the same principles. We must, in teaching the correct forms for written stories, use stories in our books for models; notice their paragraphs, the reason for these paragraphs, and unless they are models of their kind they are worse than useless.

We have, then, these ways for expressing ideas: play, song, dramatization, modeling, paper cutting, pencil sketches, hand work, and words. As education is a growth of self, the child must be allowed to select to a great extent his own way to express his ideas and the natural growth will in later years prove to be what is necessary to language and language growth. The forced words will never do it; the cold, bare outline will not suffice; the technical work will be insufficient. It is allowing the child free play, working out for himself, doing the thing that we cannot teach unless he grows with it. Aside from this we must guide ourselves; must know how slowly they grow. Do the best we can we cannot tell all we feel, cannot through words reach that point of perfect expression. The poet puts it in this way:

"I wonder if ever a song was sung  
But the singer's heart sang sweeter;  
I wonder if ever a hymn was rung  
But the thought outshone the metre;  
I wonder if ever a sculptor wrought  
Till the marble echoed his silent thought;  
Or if a painter in light and shade  
The dream of his inmost heart portrayed."

Miss Richmond then said, "We have in Baltimore a very famous institution, one of the best and most famous of colleges for women in the United States. I have noticed that its President, or rather the former President, has just come in, and I would like very much if Dr. Goucher would come up on the stage."

Dr. Goucher came forward and took his seat on the platform.

The President then introduced Miss Mildren in the following words: "Those at the Jamestown Exposition will remember among the best papers read there was one by Miss Nan L. Mildren, who for the past year has been Supervisor of Primary Work in the Public Schools of Frederick County."

"As I told you about the story at Jamestown, I decided to talk here principally about the poems in language teaching. In other words, Literature as the Basis in Teaching, with Special Reference to the Poem,"

## STORY-TELLING AND THE POEM IN LANGUAGE.

In other words: Literature as a Basis of Language Teaching. Literature is either used as the basis of language teaching or it is shamefully misused. It is not used, because not valued or because not thought about. Discouraging condition, but true! Surely a case for the undertaker.

It is misused because not fully appreciated or fully understood; or because the one handling has not entered into the life and interests of childhood; or more because the teacher does not understand the immediate and essential fundamental principles of teaching. Bad condition, but not hopeless! For "while there's life, there's hope." It means get awake. Realize the condition. Then with all the power possessed make that condition better.

To understand and appreciate good literature means to live close to it, so near that its rich fragrance becomes a part of our life. This is possible. It increases our value as a language teacher. For although it is not possible for you or for me to bow low to a Milton, look into the eyes of a Bryant, or feel the handclasp of an Irving, yet it is possible to have them as closest friends and companions through a "Paradise Lost," a "Thanatopsis," a "Sketch Book."

Know and love literature. It is an essential qualification of teaching. To understand child life means to live close to children—at home, on play ground, in the school room. This is possible. It is essential in language teaching. To understand method means to get down and dig. To study the best pieces of literature as to motive and means. To keep close to the best thinkers, both past and present. This is possible. It means intelligent, concentrated effort on the part of the teacher.

The one great purpose in language teaching—ever before the successful teacher—development of power in self expression.

The one great failure in language teaching—lack of central purpose. No unity, no concentration of energy. A scrappy lesson here or a series of more scrappy lessons there. No effort for it to be used as the basis of a group of co-operative lessons.

Whether children like or dislike literature rests chiefly with the teacher. If we be true to ourselves and the children, we ask these questions: Is the selection chosen of literary value? Is it of interest to children? Is the method of study worth while? As is said, "The teacher is the live factor in all live teaching," and this is especially true of the language teaching.

The Poem—Why use the poem as the basis of language teaching? A little child loves a poem. Its beauty, its music, its rhythm sing themselves into his soul. If there be any love of beauty in him, it responds to a poem. And there is this love of the beautiful in every child heart, if we only know how to touch it. This we cannot do unless there be something in our lives to respond to this in his.

Rhythm—Yes, it is rhythm and even jingle, which makes such a loud appeal to children.

I know one tiny boy who demands of his mother regularly:

“Hi-diddle, hi-diddle,  
The cat and the fiddle”—

and there it stopped. It was all she knew. But he was so delighted, it so tickled him that he did not care. He just demanded this same bit of nonsense over and over. When I suggested to this otherwise good mother to study some child poems or chorus, she ungraciously said, “I leave that for old maids like yourself who have nothing else to do.”

One day there was read to a second grade for the first time the poem, “The Childhood of Hiawatha.” I read it over several times, made no comment, and left it with them. The next day I told in my own words the story of the poem. And I tell you I added color to it. But when asked which they preferred, those children unflinchingly said every time that they liked the poem better than the story. Children tell the truth. They know what they like and they are not afraid to say so. When asked in different town and county schools which they liked most, prose or poetry, and why, an average of seven out of every ten said, “Poetry, because it sounds so pretty.” Music, rhythm. This is what makes the appeal. Why not use the poem as the basis of language teaching?

Agreement in sound of closing words of different lines is another element having a strong hold on children. They will listen to all kinds of foolishness of this sort. Even very young children will themselves make rhythm.

Rhythm, sound, action delight children and hold them captive.

Then, too, the beautiful thought of the poem and the beautiful way in which it is clothed gives children correct models of beautiful form and expression, but more—imagination is aroused, feeling moulded, high ideals instilled, a taste for good literature cultivated. They are educated, refined, cultivated by the use of poems.

Then the words of the poem are choice and choicely used. The child becomes rich in a vocabulary of the best words, used in the best way. Poems also teach thought, arrangement of lines, use of capitals, marks of punctuation, etc. All the structural part, however, is subordinate to the thought and beauty of the poem. All stated are strong points in the language teaching.

Matthew Arnold has said, “Poetry is the most beautiful, impressive and widely effective way of saying things.” The poem lends itself to various forms of expression. Besides “telling back,” poems can be illustrated in different ways. One way by drawings, though they may not be works of art; the poem also can be played. Thus through hearing, discussing, illustrating, repetition of lines, copying and writing from dictation, the

poem is memorized. At the same time we are gaining all this for language teaching. We are storing the mind with the richest gems.

When use the poem?

When it can be used to bring out the dignity and make more impressive a theme in hand. When it can be used as the basis of a group of co-operative lessons. Use the right poem in the right season. Children have a keen sense of the fitness of things. A superintendent of schools in Pennsylvania, not Maryland, told me that on one unusually hot day in May when he entered a certain school, fairly panting for breath and mopping the honest sweat from his brow, he was surprised to hear those children mumbling in a lazy, half-hearted way:

"The snow had begun in the gloaming  
And busily all the night  
Had been heaping hill and highway  
In a silence deep and white."

And then came a silence in that school room. Those poor little baked, bemuddled brains had ceased to act. They had reached the limit. It was too out of season for such a thing to be interesting enough to recall. And then that teacher wondered, as other teachers will, why could she not interest those children in poetry?

"The golden rod is yellow,  
The corn is turning brown;  
The trees in apple orchards  
With fruit are bending down, etc."

September is the right time to teach this. We can feel it then. It is in the air. We can actually touch the things about which we talk. It is real and so enduring.

"O wind, a-blowing all day long,  
O wind, that sings so loud a song!  
I felt you push, I heard you call,  
I could not see yourself at all."

March, the month of winds, is the time for this, when the wind is on a frolic, then the time is ripe.

"The rain is raining all around,  
It falls on field and tree.  
It rains on the umbrellas here, and on the ships at sea."

This gem would have been appropriate almost any day of the past four weeks. Teach it on a rainy day when it is real to the children. Teach at

the right time of day. When weary of the strain of other work handle the poem—it soothes the child.

During a brief recreation period, review poems.

Teach in connection with history and other lessons. Have certain times set for review of stories and poems.

Now the question comes: How many of the poems taught during the year do the children remember? This is discouraging at times.

Those poems for a more intensive study are taken at the language period. What poems should we use? Only best is good enough for children. Those of interest to children, of literary value, having beauty of thought, bearing on them, appropriate to time of year. The simple, artistic and childlike poems of a Robert Louis Stevenson, the sunny philosophy and winsome individuality of the man in the poem, go to make these poems of inestimable value to the children. This was one great man who wrote about stories for children instead of about children for grown-ups.

How use the poem?

First, the teacher should make a careful study, having in mind a definite purpose, definite method, and definite result. Preparation for the study of a poem gives splendid training in oral composition. There should be conversation lessons leading to the study of the poem. In these lessons, the children do most of the talking, but the teacher works to enrich their limited experience. These lessons lead to reproduction, hand-work, occupation work, etc.

Thinking of Tennyson's "Birdie," these lessons would mean conversation about the love, care and protection of a mother bird—of the baby's mother.

Second, after the preparation lesson comes the reciting by the teacher of the whole poem two or three times. Present it as a whole for the sake of appreciation. I say "recite" for, teachers, in this way you make the gem your own. And then, too, you look the children right in the eyes—this means power. Ask the children whether they like the poem, and why?

Third, the teacher recites the poem, picture by picture, pausing between each picture.

Fourth, the children close the eyes while the teacher recites what makes one picture.

Fifth, they open their eyes and tell in their own words—the teacher helping them keep in mind the whole thought, so as not to lose relation of each picture to the whole picture.

If this be Tennyson's "Birdie," one picture would be birdie in nest, another, baby in bed. While telling the story the teacher must keep in the mind of the child the great underlying thought—love and care. After he has told the thought in his own words, then he tells it in the words of the poet. Then we take the whole poem, and tell it through, picture

by picture, in the words of the poet. Then the poem is his. As in everything else, there must be system in the study of the poem.

The teacher's plea is:

I do not have time for the study of literature. Then close the public schools, for you have cast out one of its richest treasures. It is often not a case of not having time, but of not knowing how to use time to the best advantage.

The request of some mothers may be as was this one which came to a teacher a few years ago: "I ain't sending this here child of mine to school to learn verses. I want her learnt grammar and arithmetic. I was learnt rules when I went to school." Much good those rules had done her! Could that mother but know that from the study of that one beautiful poem that child was taking into her life that which meant more than mere rules in grammar. That she was getting training in purer, better English than any rules simply memorized could give her. And if that child be a chip of the same old block, I say as I said to the teacher, "Just double the dose, for faith she will need it."

Literature is the dominating force in the development of mind and character. It is a safe basis for language teaching.

#### MR. DANDRIDGE MURDAUGH'S PAPER.

In taking up for discussion a topic of such a character, so full of interest to us as teachers, and of such paramount importance care must, of necessity, be exercised.

In the first place, as an introduction to the subject it seems wise to say that the material for the reading lessons must be drawn from two sources,—The humanity source, or from stories of human life, and from the nature source.

A question, however, arises, Why from these two sources? Because of the interest which the child feels in those facts of human life and nature with which he comes into daily contact. But the human must be linked with the nature interest. The correlation of the two is of far more value than a pursuance of each in a separate and distinct manner.

Where is such a relation to be found? Surely, I think in literature and in life. An example, however, may better illustrate my point: The child who studies Geography under the skillful guidance of a trained teacher who knows and loves the subject will, undoubtedly, become imbued with a lively appreciation of man and of the effect environment has upon him. Further, the fact that man himself waxes stronger and more skillful in overcoming difficulties must surely be impressed upon the plastic child-mind. Just here, let me cite a case in hand: Quiquerm, in Rudyard Kipling's second Jungle Book.

What of the study of history and of science? In pursuing the former, the child notes the effect of physical environment upon a nation or upon race; while in the latter, he learns the fact that man depends upon nature

for supplies, nature upon man for "dressing and keeping," as some one has expressed it.

And, again, the pages of literature are filled with nature, expressed lovingly and with the utmost reverence. Turn the pages of Shelley, for instance. Is not the song of birds heard distinctly and clearly; are the flowers not seen, waving and dancing in the sunlight?

In choosing material for nature work, as a basis for the child's reading, there are three underlying principles which must be considered: First, exhibit the relationship between humanity and nature; second, in the method of procedure, passing from grade to grade, an orderly sequence must be followed, which will serve as a basis for future work in science; third, adapt all work to the child's personal experience. The first two principles demand no special elucidation, I think; but as to the third, let me drop this hint: Children should be given material for study which will make a lasting impression upon them as being possessed of life. From the standpoint of growth, select living, growing plants, allowing the children to care for them. As to movement, choose such animals for observation and study as those with which the child is familiar. An illustration: Should one study a monocotyledonous plant, present the dicotyledonous plant next in order. Again, looking into the field of zoology, should the grasshopper be the object for observation and study today, tomorrow follow it with the butterfly.

The earliest reading lessons may well be drawn from nature. The child is more able to use his limited, written vocabulary, and at the same time, he finds a better opportunity for a foundation of clear, well-defined sense images. As soon as possible, according to the child's advancement, introduce material from the broad, beautiful field of literature. Fairy Tales, rhymes, legends, stories from folk-lore, mythological stories easily adaptable to the child's interests, may be used with untold advantage.

But how is the transition to be made from the nature side to the latter class of material? Must there not be a bridge across the stream? The bridge is, the interest developed in special holidays, in poems pertaining to the objects of nature forming the subjects for study. The transition may be also made through a study of Indian or Esquimax life. Above all things, when selecting material for reading, look to the child's interest. Thus, a development of the true literary taste is noted, and also the difficulties of mastering the written language become less and less as time passes.

The child in the city should learn something of the industrial life surrounding him. At the same time, however, never neglect nature. Bring the dairy man, the drayman, the stonemason, and the motorman or conductor of a street car into play. Thus, an interest in the industrial side will create an interest in the social side of life.

As source for material in Primary Reading, the following books deserve particular mention: "Seven Little Sisters," Miss Andrews; Grimm's "Fairy Tales"; Andersen's "Fairy Tales"; "Bow-Wow"; and "Mew-Mew" by

Georgiana M. Craik; "Classic Fables"; selected and edited for primary grades, by Edna Henry Lee Turpin; Dick Whittington; and "Stepping Stones to Literature."

In conclusion, I would emphasize the use of fairy tales and nature myths, for, as Herder says, "Such fairy tales show in intelligible form the eternal battle which is the inheritance of humanity—the battle between good and evil; and they plant in the young child-heart the beautiful faith that good is certainly stronger than evil; that he who holds fast to the good need not fear evil."

Now, the child looks with glad hope into the future of his boundless, shining life and thinks, "When I am large, I will do as the good fairy does."

The President then stated that she hoped the members of the Association would bear in mind the meetings for the afternoon—The High Schools Teachers' Association and the Manual Training Teachers' Association; also that Dr. Goucher had consented to give a talk that evening. The President complimented the teachers upon their earnest attention and intense interest displayed in all the papers read.

The Association then adjourned to meet at 8 o'clock Wednesday evening, June 30.

Respectfully submitted,

HUGH W. CALDWELL,  
*Recording Secretary.*

#### WEDNESDAY EVENING SESSION, JUNE 30.

The Wednesday evening session of the Association convened at 8 o'clock with the singing of "Maryland, My Maryland," by the members of the Association, after which the minutes of the preceding meeting were read and approved.

Mr. Biddle, Chairman of the Executive Committee, then made the following statement:

A year ago a committee was appointed to revise the Constitution, but owing to some reasons that committee could not make a report. I move that a committee be appointed for the revision of the Constitution, and that that committee shall consist of our State Superintendent, Dr. Stephens, our presiding officer, Miss Richmond, and Mr. Herschner of Baltimore County.

This motion was unanimously carried.

The President then stated:

We expected to have with us today the highest executive officer of our State, His Excellency, Austin L. Crothers, but we all remember that not much more than a year ago Dr. Crothers had a serious attack of typhoid fever. The hot weather is very exhausting to him, and he telegraphed

us that if the day was warm he would not be able to leave Baltimore, as he is suffering somewhat from the extreme heat now.

He regrets that he cannot be with us and he sends his cordial greetings to the members of this Association and wishes them success.

We have with us though a very distinguished Marylander, a prominent educator, and one who has never failed to interest any audience that he has ever addressed. I introduce to you Dr. Goucher, former President of the Woman's College of Baltimore.

#### WORDS OF CONGRATULATION BY DR. GOUCHER.

*Madam President, Fellow Citizens:*

I am profoundly impressed with the dignity of this body. When your presiding officer asked me this morning, prefixing the request that if the Governor could not be present, if I would consent to make a few remarks, being in a particularly generous mood, I said I would say a word, and the minutes announced that I would make an address. I speak of the dignity of your body, because your Secretary, knowing your body so well knew that nothing but an address would meet the occasion, but I must keep to the contract and simply, according to promise, speak a few kind words to you.

And I desire that my word shall be simply a word of congratulation. I congratulate you that you are not hanging with your heads out of the window in one of our cities gasping for breath. I want to congratulate you that you are here upon this mountain top in the midst of these breezes and the delightful air, for there is no place which seems to me so appropriate for a convention of teachers as the mountain top. If there is anything more than any other, or two things more than others essential to the teacher, it is horizon and atmosphere. Usually, the teacher has to create both the horizon in which the work is done and the atmosphere. I congratulate you that you came where the atmosphere and horizon have been created by the artificer of this world, and you simply have to enjoy that which is furnished so lavishly and so adapted to all the necessities of your nature.

But passing from that personal relationship, I desire to congratulate you that you are finding that your profession is peculiarly a profession of faith. The teaching profession is primarily a profession of faith. Faith in the material upon which you work, faith in the message which you bring to that material, faith in the outcome of that message as it bears its legitimate fruitage, and faith in the school which has been developed through you, that your method may bring that message to that material in such manner as that it shall be effective. If you do not believe in the constructive influences of the message which you have to bring to childhood, if you do not believe in the responsiveness of childhood, if you do not believe in the importance of childhood at it comes through the educating process to grasp the great problems which confront it and minister to

the world in which it will find its center, yours would be a heartless profession and it would not have that enthusiasm and efficiency which characterizes the ministry of your life, as expended in this gracious work.

I desire to congratulate you that your profession is specifically a profession of persistence,—this marvelous patience with which the profession is endowed. We all have heard possibly of that marvelous case of one of the great men whose influence has certainly done more than that of any other man of his age in transforming the intellectual life of the subsequent generations, who was slow at acquiring his letters as a child. His mother taught him a letter the nineteenth time, and when asked why she taught John that letter nineteen times quietly said, "Because he had not mastered it the eighteenth time." And so with a persistence, which is scarcely paralleled in any other profession, you have taken the seeming dullard and by creating the proper influence and by the hedging him about with these influences to which he has responded, you have brought him from that dull condition into an awakened perception and to an achievement which would be a marvel to those who knew the material upon which you had begun your work. This is the secret of your strength, because as the incoming class, following each year after year, bring to you new material, similar in kind but different in detail, you persistently modify and improve and develop the processes by which you appeal to the child committed to you, and the repeated opportunities of the persistent work in which you delight, and which is inseparable from your work, gives that skill and efficiency which with less expenditure on your part and greater joy on the part of the student give results commensurate with the hope of those who entrust their child to your guidance. Yours is a profession of persistence. I want to congratulate you that your profession is of all professions the most important. The teaching profession is of all the professions the most important.

When the God of infinite wisdom, the everlasting Father, sought to redeem this world and bring it into alignment with His purpose that He might manifest His love without opposition upon the hearts of the children of men, He incarnated Himself in Jesus Christ, who stayed upon this earth as a great teacher, because only by the teaching was He to accomplish the redemption of the race. When He had accomplished His mission upon earth and was ready to ascend to the fellowship of the Father again, He took His chosen company into His confidence and commissioned them with the highest commission the Almighty could place upon His creature. He said, "Go, teach." And so the teaching others is commissioned of God as a perpetuation of the goodness of Christ, as an interpretation of the one profession and function which can bring humanity to its best. This patience is born of the subtle Spirit.

I desire to congratulate you upon the spirituality of your office. For patience is the attitude of your life and faith in the persistence of your instruction, in the marvelous patience with which we train, induce to responsiveness, guide, inform. You are the interpreter for that life which

is committed to you, and that life when centered in God and focused upon humanity is irresistible in the accomplishment of the best.

I want to congratulate you that you have come to an age when there is a demand for your work. A very few weeks ago, I was traveling in Syria. Two friends were accompanying me and we were there among Lebanon, and speaking to an Arab who had been very slow in meeting an engagement, I said to him, "Why don't you have a watch?" and I showed him what a watch was, how it kept the time with reasonable accuracy, and how by looking at that he could have known just when he could have made his engagement; and with that interesting indifference which so characterizes the Bedouin he said, "Why I know from grapes to grapes is just one year. What do I need to know more about time." Now you do not have to go very far back along the calendar or very far out from the centers of civilization until you can strike localities where there was as profound an indifference to the teacher's function, and where the demand for that which is your life office was as imperceptible as was the demand for watches among those Bedouins.

I want to congratulate you that you have come to a time when you are permitted to educate the child in the way that gives broad liberties, that makes possible the interpretation of the personality in a rich ministry that brings forth large fruitage because you appeal to the nature of the child, you seek to discover his qualities and peculiarities and so appeal as to secure responsiveness. Primarily, this teaching is the understanding of that child's personality that you may bring that personality into a larger and richer development, so you have the privilege of being identified with the strategic professions of the ages, the profession which grasps the future in its possibilities.

When Sir Humphrey David was in the midst of his admiring friends and they were speaking of his contributions to the scientific world, they said, "Sir Humphrey, will you kindly tell us which you consider your greatest discovery." They had had a discussion among themselves as to what it would be. Whether it would be in the line of electricity or upon the safety lamp, or what would be the particular thing upon which he would place emphasis; and so by common consent they referred the matter to him. And they said, Sir Humphrey, will you tell us what you consider the greatest discovery you have made, and without a moment's hesitation, he said Michael Farrady. That little boy whom he took out of the streets, who was willing to watch the apparatus and carry burdens and run errands, but who in Sir David's laboratory found the spark of genius, was so quickened and his penetration so developed that Sir Humphrey realized that before a decade that boy would make larger contributions to science than ever he had been able to do, and so you stand to this world as Sir Humphrey did to Michael Farrady. Your largest gift to society will not be in the personal ministry of your life, it will be in the discoveries you make to those who God may have enriched with endowments incalculably superior to those which characterize any of

us tonight, and so occupying this strategic position and this strategic profession, your commission is to see behind the visible, penetrate to the unknown, to detect with skilled precision the characteristics of genius and above all to stimulate into full activity the manly and womanly qualities that the generation following, touched by the impress of your life and by the reproduction of your personality, be men and women who are trustworthy, of high ideals, of personal achievement, of constructive influence that shall make the nation great as it never has been great—great as it has been—and the greater its greatness the more compliment to your efficiency.

The President then said: For the past year Maryland and Virginia have been exchanging delegates. Virginia has sent to us a delegate from her Association to give us kindly greeting and say a word of cheer; and we in return have sent a delegate to the Virginia State Teachers' Association. Our last delegate was Mr. Lamar, President of the School Commissioners of Montgomery County. Mr. Lamar in speaking of his treatment in Virginia says that it was royal. That the Virginians treated him as only the Virginians can do. I am glad to introduce to you now the delegate from Virginia to the Maryland State Teachers' Association, Prof. Joseph H. Saunders.

#### MR. SAUNDERS' ADDRESS.

I heard not long since a story of a young man who was very fond of playing the cornet. The most coveted honor in his village was the position of leader in the village band. He determined to capture, if possible, this honor because he thought it would delight a little maiden whom he hoped would some day divide his salary and double his expenses. By hard practice he secured the prize. On his way home from the meeting he met the object of his affections and enthusiastically told her of his great triumph. Much to his astonishment and chagrin she hung her head, seemed embarrassed, ill at ease, and evidently displeased. "What is the matter, dear? Aren't you pleased with my success? It is a great honor."

"I know, George dearest, it's a great honor and all that, but I wish that you would not accept it."

"Not accept! Why not?"

"Because," and the eyes drooped lower still, "because it makes the lips so hard and stiff."

Just a week ago I received a message from Commissioner Lamar, telling me that I was expected here tonight. I found myself in the unfortunate predicament of being scheduled to open our State summer school at Covington at the same hour. I immediately set out for Covington, made such arrangements as I could, and, after traveling all yesterday and far into the night, reached here in due time. It was a hard and stiff struggle, but the pleasure of being with you is worth the sacrifice.

It is my pleasure to convey to you the greetings of the teachers of Virginia and in their name to wish you Godspeed in the great and glorious work in which you are engaged.

Your problems are ours, and we, like you, are earnestly striving to solve them. We believe whatever gain you may make, or whatever gain we may make, will advance our common cause and our common civilization by that much.

One of Virginia's greatest problems is that of expert, efficient supervision of our schools. It is a truism that the efficiency of a leader determines the measure of his results. He is the soul of his measures and his methods. If he is weak, they will be weak; if he is strong, they will be potent. The superintendent is *de jure* and *de facto* the leader of the educational forces in his division.

Are superintendents prepared for their work? Are they competent, and, if competent, are their salaries sufficient for them to devote their entire time to the duties of this responsible office?

We require a teacher to possess a definite moral character, with patience, sympathy, love, and a happy disposition; we require that he be free from any physical impediment that would impair his efficiency; we require of him certain academic training; and, we require of him, at least, a modicum of professional training in psychology, child study, methods, and management. Should we require less than this of the man who is to advise the teacher, supervise his work, and lead the patrons? Ought we not rather to require that a superintendent should possess not only the qualifications mentioned, but also, in addition, to have an acquaintance with the philosophy underlying the art of teaching and some knowledge of the relative values of the subjects taught? Otherwise, how can he measure results; how can he know that the results are practical, that the pupils are getting real knowledge; that they are learning to reason logically; that they are acquiring positive moral habits; that, in short, his schools are producing socially efficient individuals?

Carefully conducted experiments have led many of us to lay aside our long revered fetish of formal discipline. We no longer believe that training in mathematics, or Latin, or Greek gives intellectual power that can be transferred at will, without appreciable loss, to any other activities, in other words, produces a mental reservoir of power that can be tapped at will. We have formulated a new doctrine to the effect that ability acquired by training in one activity can be transferred to another only in so far as the elemental concepts of the two are identical.

Determine the elemental concepts of the various subjects and education will be reduced to a scientific basis. To a limited extent the superintendent must be a scientist. In order to properly fulfill the duties of the office, he must be able to determine what should be taught, how it should be taught, and to what extent vocational or other training is necessary in our public schools.

A writer in a recent issue of the *Atlantic Monthly* says:

"The position of superintendent of schools demands the learning of a college president, the consecration of a clergyman, the wisdom of a judge,

the executive talents of a financier, the patience of a church janitor, the humility of a deacon, and the craftiness of a politician."

Prior to the last session of our Legislature the minimum salary of a county superintendent in Virginia was \$200 per annum, or the princely sum of sixty-five cents per working day for talents that, according to Mr. Orth, would tax genius and divinity. Was it any wonder that the office became a "side-line" for incapable men in other professions, or a vest-pocket sinecure for the local politicians?

An old negro woman of my native city passed a supposed acquaintance on the street with the salutation, "Heigh ho, Susan." "Heigh ho, Jane," was the reply. Passing each other, they paused, turned, and for a moment critically surveyed each other. Lacking a proper vocabulary to express her feeling, the first remarked, "Humph! I thought 'twas you, you thought 'was me, taint neither one of us." Lacking in the necessary qualifications, neither the unsuccessful lawyer nor the politician should be permitted to fill this responsible office.

Our last Legislature raised the minimum salary from \$200 to \$900 and required that a superintendent shall devote his whole time to the duties of this office. Nine hundred dollars will not buy the entire time of a man with the talent required in this office, but the county boards may supplement this amount, and the law is a decided forward step.

We have made two serious errors. The first was made in our State constitutional convention and will be difficult to correct. A clause of the constitution requires the State Senate to confirm the appointment of a school superintendent. Thus, through the absurd rule of senatorial courtesy—courtesy in name only—the office is made a political one. The local senator can defeat the appointment of the State Board and force the appointment of his particular choice.

The second error was a lack of foresight in not fixing a definite standard of attainment. Mississippi made a similar mistake with the result that, in many cases, the same men are holding the office at the increased salaries.

At the recent meeting of the State Board to appoint superintendents the board was besieged by delegations of local politicians demanding, under the cloak of local self-government, that the board appoint this or that man of their choice. In those cases in which the board did not accede to their request, denunciations and anathemas, loud and prolonged, were hurled at the board. In not one of the cases, however, has the charge been made that an incompetent man was appointed.

In my judgment, we can remedy these two errors by a plan requiring the State Board to establish a definite standard of attainment, license a limited number of applicants—say an average of two for each division, and then permit the local boards to name their choice from this list of eligibles. This plan removes the office from politics and still preserves the right of local self-government. It is generally agreed that the office should be removed as far as possible from party politics. If you should require, rather than permit, your State Board to pass upon the qualifica-

tions of superintendents before your County Commissioners could elect, you would then have the plan proposed.

In the minds of many thoughtful citizens, our State Board did not go far enough in its purging process. However, most great reforms are matters of evolution, not revolution. The germ has been planted and will continue to grow until we shall have in every division a qualified superintendent. A qualified superintendent means a qualified teaching force, and a qualified teaching force means schools that accomplish their mission.

"Heaven is not reached at a single bound;  
We build the ladder by which we rise,  
From the lowly earth to the vaulted skies,  
And we mount to its summit, round by round."

What part did the State Teachers' Association play in this great work? Your delegate to our Newport News meeting, Commissioner Lamar, will tell you that the central idea of that great gathering was expert supervision. It was discussed in all the meetings. Strong resolutions were adopted by the general and subordinate conferences; the most helpful addresses were published and distributed throughout the commonwealth; and influences were there started that had no small bearing on the result accomplished.

In conclusion, my friends, we shall not cease our efforts until our schools are placed upon a business, professional and scientific basis, and not until that day shall come, as Dr. Strayer says, shall the teacher be rightfully exalted. I shall return to Virginia with a new zeal, a new enthusiasm, and shall tell my fellow teachers that all is not quiet along the Potomac, but that a mighty struggle is being waged upon both sides of it, a struggle more significant than that which tinged its waters with human blood. It is a battle to make, not to destroy men, a struggle to elevate mankind. I shall tell them that you stand shoulder to shoulder with them, manfully fighting this great battle, and this assurance will inspire them to a more determined effort.

This address was followed by a selection by the Ionic Lady Quartette, entitled "Sweet and Low," and this was followed by an encore.

Then a recitation was given by Supt. Charles T. Wright, of Harford County—a dialect parody entitled "Barbara Frietchie," and this was applauded so heartily that he gave as an encore "John and Tibbie's Dispute."

The President then introduced Dr. T. H. Lewis, President of the Western Maryland College, who gave an illustrated lecture on Jerusalem, the Holy City.

He prefaced this illustrated lecture with these remarks:

We all must approach Jerusalem as a city by itself. There is nothing like it in the world. The Mohammedan has incorporated many of its holy places in his religious ceremonies. To both Jews and Christians,

it is Mount Zion, the city of the Great King, and to men of every creed and race and clime, it must appeal with peculiar power as a center from which has radiated influences more widely spread abroad and more mighty than all the other forces of all other cities combined.

It is not perhaps surprising that those who visit Jerusalem should experience a shock of surprise to find but little of that vastness and magnificence which have always been associated with the name, but I must advise you at once that I am not expecting to show you this evening any gorgeous palaces. On the contrary, you will see a small city, in many respects a squalid city. It is a city of mean buildings, filthy streets, or rather alleys, for there are no streets, and ruins heaped upon ruins. It is still famous for its situation, and the ruins are more noticeable in their grandeur by being lifted up where every one can see them. And yet Jerusalem has not lost its charm. The thoughtful tourist does not come to Jerusalem to see boulevards and thriving industries. He can find these elsewhere. There is only one Jerusalem and for him the present streets and scenes, the uncleanness of modern Jerusalem, richer and in clear vision comes down to him the new Jerusalem. It was thus I tried to see Jerusalem and it is thus I shall try to show it to you, not in terms of rhapsody, in most meager and matter of fact praise, however, trying to show it as it is, but also trying to show you what it is that it stands for.

By motion of Mr. Biddle a vote of thanks was extended to Dr. Lewis for his entertaining and instructive lecture.

The meeting then adjourned to meet at 9.15 o'clock Thursday morning.

Respectfully submitted,

HUGH W. CALDWELL,

*Recording Secretary.*

THURSDAY MORNING, JULY 1, 1909.

The Thursday morning session of the Association opened with Miss Richmond presiding.

The opening exercises were conducted by Miss Pearl Eader, of the Girls' High School of Frederick City. These exercises consisted of the reading of a Psalm and the singing of two stanzas of "America."

The minutes of the previous meeting were read by the Secretary and approved.

The Secretary then made the following announcement:

I wish to request that each member of the Enrolling Committee make a report to me immediately after this meeting; I also request all those who have not received badges or membership cards to meet the members of the Enrolling Committee immediatey after this meeting in front of the auditorium.

The President then said:

The first on our program today is an address by Mr. J. Montgomery Gambrill. Mr. Gambrill is not only head of the Department of History at the Polytechnic Institute, but he is editor of the *Atlantic School Journal*, one of the best school journals in the country, and which every Maryland teacher is proud to say she is a subscriber to.

#### EDUCATION—THE OLD AND THE NEW.

By J. Montgomery Gambrill, Head of the Department of History, Baltimore Polytechnic Institute; Editor *Atlantic Educational Journal*.

Everybody is familiar with the common references to the "new education," "the new system," "the ney way," "the new method," as compared with "the old system," "the old way," "the old method," and "the good old times." The most prominent characteristics of these designations and comparisons is their utter vagueness. Omitting the loose and reckless talk of the demagogue and of the dishonest agitator with his private motives to gratify, it is still true that the vast majority of such allusions are surprisingly indefinite, ill-defined, and pointless. Nevertheless, these criticisms of the lay public and of the newspaper press, often unquestionably honest and appearing in widely separated parts of the country, stand for something very real—if not for a well-founded conviction, at least for an opinion, if not for a clear idea, at least for a prejudice. Because of the earnestness and sincerity of so much of this criticism, and because so large a part of those engaged in educational work are themselves unable to meet it effectively, there is serious need for the sharp definition of terms and a thorough clarifying of the atmosphere. Is there a "new education" as opposed to an "old?" If so, just what are the differences and why have they come to exist? Are these changes for the better or for the worse; do they stand for progress or for retrogression? If the changes are partly good and partly bad, how shall we sift and select so as to preserve the former and replace the latter? Certainly these are questions of fundamental importance.

Education as a profession occupies a peculiar, indeed, a unique position in its relation to the State. Medicine, law and engineering are carried on by individuals or by organizations voluntarily formed by members of these professions. If you need the services of a physician, a lawyer or an engineer you may choose as you please and change when you please. The members of these professions will fix their own fees, subject to ordinary economic law, and the time and manner of payment are privately adjusted. But education has come to be regarded as a duty of the State, so important and vital that some political scientists are disposed to class it among the essential functions of government. In the matter of elementary and secondary education at least this is true of every civilized nation in the world, and in the United States we cling with unshakable tenacity to the idea of the public school as an absolutely necessary instrument for maintaining and advancing the standards of our citizenship.

This places education on a peculiar footing. The physician, the lawyer, the engineer, works for himself, and legally can control most of the conditions of his own work. But the teacher, in the great majority of cases, is employed by the State. He makes no bargain with the parent whose children he educates, he cannot control his remuneration, the hours he shall labor, or his tenure of office. Nor can the parents or tax-payers, as *individuals*, do any bargaining, or adjust any of these matters, as would be the case in dealing with a physician or a lawyer. Those whose children profit by the services of the teacher cannot individually control the conditions of his work, although ultimately, in their corporate political character they may do so. It is obvious that this peculiarity in the public status of education raises questions of organization, administration, and professional procedure that do not have to be met in other professions; moreover, since the public supports this work by taxation, the technical questions of education must be considered in larger measure by the lay public than most those of any other profession. This vital difference between education and other professions must be kept in mind if our problem is to be studied in its true relations, for it forms the basis of many difficulties that arise, and justifies a more than usual lay interest in professional educational questions. It shows the reason why the tax-payer is found discoursing on the doctrine of interest, when he would never dream of debating the proper treatment for typhoid fever, the mazes of the criminal law, or the mathematical intricacies of bridge construction.

Our problem of the "new" and the "old" may best be approached by an examination of the stock criticisms. The most persistent and important is, of course, the charge that the curriculum is over-crowded; that "essentials" are neglected for trifling and unimportant things designated by the catchy alliteration "fads and frills;" and in particular that the three R's are shamefully slighted. With this naturally goes the charge that our methods are all wrong—that the work is made too easy, that there is too much "play," that we believe in entertaining the child rather than in teaching him, and that we let him follow his childish interests with little regard for educational values. And the critic almost invariably asserts either explicitly or implicitly that these defects are all new, that in the "old days" there was a very simple and limited curriculum which pupils mastered with great thoroughness at the expense of prolonged and disagreeable labor which was in itself a highly valuable discipline.

Supervision is also becoming a favorite point of attack. There is too much supervision, declare the critics; it costs too much money, it subjects teachers to over-much inspection and annoyance, fosters a feeling of nervous dread, and thus is a positive detriment to their work. Another subject of some popular criticism, here and there and now and then becoming acute, is the professional training of teachers. This criticism always assumes that scholarship, knowledge of subject matter, is all-sufficient, and that, therefore, such studies as educational principles,

psychology, methods of teaching, child study, and the like, are merely theoretical, fanciful and superfluous. Although other instances might be added, those cited are amply inclusive for our purpose.

We can deal most effectively with these criticisms upon the basis of certain large truths and principles. Is there really a "new education?" Yes, most emphatically, but only as there is a new medicine, a new theology, a new engineering, a new administration of justice, a new industrial organization, a new parenthood—in a word, a new life. The progress of civilization itself means development in all these things, as surely as it means change from stage coach to railway train, from steel and flint to friction match, from personal conference to telephone. The practice of medicine has changed during the past hundred years in the most radical manner, the reforms in the administration of justice are far-reaching; the new achievements of contemporary engineers are like the word of giants; tremendous new forces are at work in social and religious fields; important political changes are taking place; industry has been absolutely revolutionized; science and invention have materially altered the routine of daily life and the physical comfort of the home; the cheap newspaper and magazine, the inexpensive reprint of classic books, and the public library have broadened and quickened the intellectual life of the masses of the people to a remarkable degree; even the ideals of parenthood are being transformed. It might be said, therefore, that it is a new world in which we live. We may approve or disapprove these changes, wholly or in part, but they are stubborn facts that must be accepted and dealt with; and in turn other changes for better or for worse are going on and will continue to go on for all time. The workings of social law and the conquests of human intelligence will proceed as inevitably as gravitation and with the same irresistible force. Civilization must move—it may be forward or backward, but it must *move*, and in the world at large, it is, by the common judgment of mankind, moving forward.

How, then, can education, of all things, remain stationary? For what is education? Recently we have learned to formulate an idea, which seems always to have existed, however dimly, in the mind of man; education is adjustment to environment, and a human being is educated when, in the broadest sense of the term, he is socially efficient. According to Professor Bagley that person is socially efficient in the fullest sense who earns his own livelihood by contributing effort directly or indirectly productive, or by guiding, inspiring, aiding or training others to productive effort; who interferes as little as possible with the efforts of others for progress; and who lends his own efforts to the extent of his ability to the cause of social progress. This larger aim in education has always been present in the minds of men; though often unconsciously held. For just as a child habitually applies many scientific and philosophical laws which he cannot formulate nor even understand if they are stated for him, so primitive societies apply social laws without a conscious knowledge of their existence. But with the growth of civilization, that irresistible

current of progress to which I have already referred, the particular aims, problems and methods of education necessarily change also, for society is changing and the life to which the child is to be adjusted is changing. The history of education fully confirms this deduction.

It therefore follows that if the world in which we live today is practically a new world as compared with that of Franklin and Washington, if medicine and law and theology and engineering and industry and literature have undergone extensive changes, if society and daily life and human interests and ideals have altered and developed—if these things are so, then it was absolutely inevitable that a new education should be developed in order to bring about the most effective adjustment to the new order. Whether this has been done well or ill is another question; it has been done, it had to be done.

How does the new education differ from the old? To obtain our answer let us propose another question: How does the new life differ from the old? This is, of course, a relative question: "old" may mean a century ago, or two centuries, or five or ten. It will serve our purpose well enough to take the past hundred years, roughly speaking, as a basis of study. I cannot, of course, undertake an elaborate disquisition upon the characteristics of contemporary life. I shall essay simply to point out half a dozen of those which seem to me distinctive in a large sense and even here a brief mention must suffice.

First of all, the world in which we live, as compared with that of a hundred years ago, is far more complex, and life is fuller, richer, more varied, and more many-sided. The industrial revolution brought about by inventive genius and the applications of steam and electricity to machinery has produced marvelous changes. The number and size of corporations have increased enormously, colossal aggregations of capital have been formed; correspondingly the system of labor has been radically altered, the worker is an employe and he in turn has found it necessary to combine with his fellows in unions and federations of unions. The same co-operating tendencies appear in the professions, and we have local, State, and national organizations in medicine, law, philanthropy, letters and art. Governments, too, are greatly extending their functions, largely because of these industrial changes. Everywhere about us is growing complexity and increasing organization. In all this the social body, the public, has both an economic and a political interest. This fact, with the expanding functions of government with the penny newspaper, the cheap magazine, the low-priced reprint of classic books, the public library, the free art gallery and art exhibits, mean more opportunities, larger responsibilities, a richer life.

This age is distinctly a scientific one, not only in the almost infinite applications of science to industry, but in spirit. It may seem that the number of those who think scientifically is deplorably small, as it is; but every student of history will admit that the number is increasing, and that the scientific spirit and what has been called the "suspended

"judgment" are becoming more common in however crude a form. But the increased strength and extension of this spirit in scholarly fields is most striking: history, for instance, is being re-written, and the field of knowledge in all the sciences is being enlarged and more accurately and carefully mapped out. The age is exceedingly practical. It demands actual and useful results from every field of labor. Mere bookishness, formal attainments, conventional accomplishments, unverified though ingenious theory, are not valued as they once were.

The development of the humanitarian spirit is one of the most striking changes of the past century. The increased sympathy, breadth of view, and enlightened understanding that have lead to care for the insane and physical defectives, to public hospitals, to prison reform and juvenile courts, to settlement work, to organized charity, to the personal and economic emancipation of women, and to a score of similar changes is of the most striking character. Lastly, I shall mention the democratic spirit of the time, and its immense growth in strength and wide extension of influence.

It must be obvious that these great characteristics of contemporary life as compared with that of a century ago, have affected all of its activities in a most vital way. Such we find to have been the case, and we may readily note the co-operation of these different influences and attitudes in producing the conditions that exist. I think it may fairly be said that the science of medicine, for instance, has been revolutionized. The old, clumsy, bungling practice with its traditional ideas and notions of specifications has been largely abandoned. The appearance of the clinic as a large and important element in the training of the physician shows the influence of the practical and scientific spirit. The marvelous advances in surgery, the discovery of the serum treatment, the increasing use of nature's remedies, are also changes of the greatest importance, and another of great significance is the large amount of study that is being given to the prevention of disease. So we might point out in the case of other professions. The administration of justice has been wholly reformed through the practical and humanitarian spirit of the age. The same influences appear in the religious and charitable institutions of the times. It would be easy to devote the entire space of this paper to a discussion of these influences as they appear in many phases of contemporary life.

How then could education escape? A study of the current theory practices and tendencies in education will reveal the influence of these characteristics of the times in the strongest degree. In order that education may fit the child for the world in which he is to live, in order that it may truly adjust him to his environment, in order that it may produce social efficiency in the sense in which I have already defined that term, education is bound to respond to the dominant characteristics of the time. The movement to enrich the curriculum is simply a response to the richer life of the time, to the complexity and variety and new responsibilities and opportunities that have been referred to. The scientific spirit of the age

made it inevitable that a genuine science of education should be worked out and founded upon the sciences of biology, psychology, and sociology as a basis. The humanitarian spirit made it inevitable that schools should be required to foster this spirit through suitable studies and training. The practical ideal of the times has naturally resulted in the attempt to provide a curriculum that shall meet the actual needs of an individual in the society of which he is to form a part, and has just as naturally brought about the agitation for vocational training which is now so prominently discussed in educational circles, and which is being so extensively applied. The democratic spirit has similarly led to the ideals of universal and compulsory education, to some breadth of culture for children from the poorest of homes, and to the attempt to develop in all the self-active mind, and same degree of freedom of thought and independence of judgment.

Our lay critic might, however, answer, "the theory seems sound enough, but if the foundations of education are really neglected for however good a reason, if the actual instruments of knowledge are inadequately taught, the system is still open to the severest criticism." It is time therefore to meet frankly the question whetlier the three R's have been slighted, and whether we are producing unsatisfactory results as compared with the schools of an earlier period. I believe there is no reasonable ground for any such assumption. The three R's are better taught in the schools of today than they have ever been in the history of the country. Doubtless most of you will remember that four years ago in the city of Springfield, Mass., a number of examination papers written in 1846 were discovered. The very same questions were submitted to the children in that city with a view to making a comparative test. In every respect the work of 1906 was superior to that of 1846, and the differences were in many cases of the most marked character. The results in arithmetic were far superior, and anybody who will examine the booklet in which these results were printed will see that in many cases the permanence is incomparably better. Similar tests in many other places have established like results. There is a natural reason for the mistaken supposition which so often exists, and to this I shall revert in a few moments.

It must be pointed out that the results expected of the public school are often impossible ones. As a recent writer in the *Educational Review* has pointed out, the public schools must accept all who apply. They cannot, like West Point or the Naval Academy, bring together a highly select group; they cannot, like the colleges, set up entrance requirements; they must take children of all grades of ability, from all kinds of homes, and do what they can with them. Moreover, those who leave school to seek employment in business fields are very often among the weakest and least competent, yet there is a tendency to judge the product of the schools by these exceptionally poor examples. But even after these allowances are made, it is futile to expect from the public schools the results that can come only from maturity and extended experience. The handwriting, for instance, of a child of twelve or fourteen years of age should be fairly well

formed and legible, but for physical reasons, if for no others, it is bound to remain more or less childish, to lack firmness, and to be wanting in any great degree of rapidity. Again it is a common thing to judge the product of a school by isolated examples. For instance a composition or a letter containing a number of errors in spelling and grammar, is held up to ridicule, and it is treated as if it were a fair sample of work in the schools. As a matter of fact, letters of this kind can be found in any school, in any college, in any university, and most readily in the actual correspondence of a great majority of business concerns. The only fair test, of course, would be to examine the entire product of typical schools and to institute the necessary comparisons.

But one of the most vital blunders made by the laymen critic is the failure to understand the whole plan and purpose of the school curriculum. He fancies, for instance, that there is no arithmetic in the grades except what is "labeled" by that name, that there is no spelling and penmanship unless it appears under that title. Of course every teacher who understands her work in the least could explain to him that penmanship, spelling, composition, and reading are merely instruments; that in every study which he takes up, the pupil of the elementary school is learning to read, to write, to spell, and to express himself. As a matter of fact he obtains far more real training in the R's in the new schools than he obtained in the older type of school; for in the latter case his work was formal and unrelated to his actual needs present or future, whereas in the present day schools these subjects are being used in the one natural and proper way. If such considerations as these were understood and kept in mind by critics both on the outside and the inside of the profession, there would be much less misstatement and criticism of work that is really superior in character.

It would seem also that the vital question of tendencies should be considered. Are we moving forward or backward, is a more important question than what is the quality of our work at present as judged by some passing standard, good or bad.

The criticisms of method are largely based on equally mistaken ideas of what method aims to accomplish. If exercises which seem like play are introduced into the school, they are not put there for the sake of entertainment and amusement, but because careful students of education have reached the conclusion that the most effective results can be obtained in that way. The best educational theory of the present does not teach that the work of the learner should be made as easy as possible; it does teach that there should be economy of effort, that the pupil should reach his goal by the shortest possible road, in order that he may reach the maximum attainment in as short a time as possible. The doctrine of interest is one of the most misunderstood in all our pedagogy. I am very sorry to say that it is misunderstood almost as badly by a large number of teachers and even superintendents as it is by the lay public. The doctrine of interest is, of course, an element of the Herbartian theory, and is based

on well recognized psychological laws. This doctrine teaches first of all that nothing can be thoroughly learned nor so learned that it will function most effectively in conduct, unless a substantial degree of interest is aroused. It does not in the smallest degree imply that a child should study only those things which catch his wandering interest at the moment. It does not in the least imply that there should be no effort and hard work connected with study, for those things which involve the hardest work may easily be the most interesting in the more correct sense of that word. This Herbartian doctrine of interest also involves the idea of many-sided interest, that the modern child should touch as fully as possible the richer life of which he is a part, and these more varied interests will bring about on his part more effective reactions to the environment.

The attacks on supervision are likewise based on mistaken ideas of its true purpose and right methods. The estimation of the teacher's efficiency, the mere rating, is only one function of supervision, and I believe the best opinion of the present day would classify it as a subordinate function. The most important purpose of supervision is constructive aid in the teacher's work; it should be helpful, it should be an aid in promoting efficiency. A realization of this has taught us that the superintendent, even in the comparatively small town and county, cannot accomplish the results that supervision ought to accomplish, consequently we have primary supervisors, grammar grade supervisors, and subject supervisors, whose business it is to bring the expert knowledge of subject-matter, and knowledge of and expert skill in teaching to the aid of the regular class teacher. Every supervisory official up to and including the superintendent should be able to give at least some measure of assistance of this sort. In so far as supervision fails to discharge this duty it fails of its highest and most important purpose.

To touch lightly upon the last of the stock criticism to which I have referred, I must mention the subject of the professional training of teachers. If the practice of education is based upon theory, founded on science, and if it is an art requiring a high degree of skill for its successful practice, there can be no question of the necessity both for theoretical study and actual practice as a preparation for permanent employment. To suppose that an untrained person with simply a knowledge of the subject-matter of the course of study can teach these subjects to the best advantage, and so relate and unify them, and so manage the activities of the school as a whole, as to attain the maximum of educational result, is about as sensible as to assume that a man can actually perform a surgical operation because he has undergone one.

I am certain that any intelligent group of men and women, whether laymen or educators, who will properly investigate the whole subject in a truly scientific and disinterested manner with a view to obtaining the truth, cannot fail to be convinced that in almost every respect, including the teaching of the three R's, the schools of today are superior to those of a century, or half a century, or a quarter of a century ago.

The temptation to linger longer upon this subject is great; it would be easily possible to devote to any topic touched upon this morning more time than is allotted for the entire discussion. There is great danger after a few hasty remarks such as are here set down that many inferences will be drawn, and I wish to anticipate and correct two or three of these.

First of all I would not be understood as defending indiscriminately everything in our present day educational practice. No attitude could be more mistaken or more subversive of true progress. Improvement is, of course, possible, it will always be possible, since nothing human is perfect. And in the case of education particularly, that which is perfect today will not be perfect tomorrow, for readjustments will be successively necessary.

What I would plead for is not immunity from criticism, but for a criticism of the right sort and in the right spirit.

In conclusion I want to point out a few peculiar difficulties that lie in the way of a satisfactory settlement of the problem before us. In the first place it is to be noted that education deals with an intangible thing, the mind, and that its results are difficult to test. In medicine, for instance, it is a simple thing to observe whether the patient gets well or dies, but it is not so simple a thing to observe on a large scale whether the pupils from a school have been most effectively adjusted to the life they have to live.

Another difficulty lies in the fact that all life is education, and it is frequently difficult to separate the results of school training from those of life-training. The man who criticises the schools of the present day to their disadvantage, as compared with those of his own day, is much given to pointing to himself as a shining example of the valuable product of the old training. He has possibly become a successful business man, or lawyer or physician, may be a mayor or governor, perhaps he has even attained the dizzy altitude of membership on a school board. In such cases the critic is apt to forget that his ten, twenty or thirty years of struggle with the world has matured him and taught him a vast deal that he did not get from the school. Still another difficulty arises from the fact that every parent must deal with educational problems. He himself has much to do with the management and training of children, and is consequently apt to feel that he knows as much about it as anybody else. A little thought would perhaps convince him that it is one thing to face a problem, and another to solve it.

Again, education in the common school deals largely with very elementary knowledge, and those members of the lay public who have that much education are very apt to feel that they can necessarily solve any problem connected with such simple material. Then education is a very comprehensive subject. Adjustment to all the conditions of life—that is a big thing—and it is natural that there should be a grave lack of agreement upon the definite, particular, concrete results that are desired, and consequently lack of general accepted standards of efficiency in education and in teaching.

Lastly, I am constrained to think that the inexpert and often careless reports and comments of the newspapers are a potent means of misleading the public. I do not believe for a moment that this is due to malice, or to indifference so far as the specific cases are concerned, but in a large sense it is due to indifference, and to a failure on the part of the newspapers to accept their responsibilities. Every important metropolitan newspaper has its dramatic critic, its musical critic, its literary critic, and even its sporting editor with his staff of expert assistants. No such newspaper would think for a minute of having a musical event reported by a man or woman who knew nothing whatever of music, nor would it ever have a football game or a rowing contest reported by some one who knew nothing whatever of the technical points involved; and yet, regularly the meetings of educational societies, State and national, sessions of school boards, the deliberations of important conferences are reported for newspapers by persons who have no special qualifications whatever for their work. It is supposed to be a matter that any reporter can attend to. The newspapers will not help in this matter until they have their educational editors as they now have their literary editors, musical editors and sporting editors. The great sums of money spent on the public schools would certainly seem to justify this much attention to the subject of education on the part of the newspapers.

I am fully conscious of the inadequate way in which I have treated my subject, yet this insufficiency is due, in part at least, to the largeness of the subject and to the utter impossibility of exhausting it within a short period. My purpose has been not to be exhaustive, but simply to call attention to a few large truths that seem to me of importance, and to influence, if I can, the attitude in which these problems under discussion are met. No one could recognize more fully than myself the importance and stimulating influence of constant criticism, but it is fair to ask that the criticism shall be based on genuine investigation and knowledge, and that it shall not be based upon a few isolated instances, that it shall take account of the limitations of the critic, especially on questions that are essentially for experts and for professional people, and that tendencies as well as present conditions shall be considered. The changes in educational practice have been so tremendous that we have only fairly begun to adjust ourselves to them. We have not yet provided anything like a sufficient number of really trained professional teachers, nor even of trained professional supervisors and superintendents to solve our problems as they are now conceived, and the results are often failures which are justly open to criticism. What we need then is not immunity from criticism, but criticism in the right spirit, and the right attitude of mind on the part of the press, and the public, and the right type of leaders, both men and women within the profession.

The Ionic Lady Quartette then sang "The Skipper of St. Ives."

The President announced that Dr. George Strayer, of the Teachers' College, would again address the audience.

## DR. STRAYER'S ADDRESS.

Ours is pre-eminently a century of the child. Our belief in the efficiency of education, our concern that the teacher care for and train all children is one of the most striking characteristics of our modern society. Perhaps, we have been at times inclined to over-estimate the power of education. Those of us who have been engaged in the work of training children, or have believed it necessary to modify somewhat our theories in the light of our experiences, know that no one of us is able to adapt his work to each one of his students in such a way as to attain the maximum of growth and development in each one of the individuals under his instruction. But, however, this may be known to us that the boys and the girls with whom we work differ in ability; this difference in ability, however, is measured in terms of the results which our schools are organized to secure. Possibly the pupils whom we consider dull or backward have marked ability in directions which concern us little and for which no provision has been made in our schools.

In reply to our statement that they are not fit for the schools, these pupils might well answer that the schools are not fit for them. We hear much today about the modifications to our curriculum, special types of schools, compulsory education, physical training, moral training—these are the problems most commonly discussed by educators.

The question to which I wish to call your attention today is significant for every one who attempts to solve any one of the problems suggested. Indeed, these problems may be solved only in the light of our knowledge of heredity. Principally, the problem resolves itself into the question of the nature and nurture in determining the achievement of the individual.

We are all familiar with the expression that like produces like. We all know that defects common to both parents reappear in their children; but in this discussion today I want to inquire concerning the degree to which the child's endowments at birth renders achievement normally possible. To ask in how far and in what way the child is born free. To inquire concerning the possibility of accomplishment for the individual under the most favorable conditions. In the terms of this discussion you must understand by freedom for the individual, not what he actually does in the world, but what he might have done had the conditions for growth and development been ideal.

It will be well, too, at the very outset to define what we mean by achievement. There must be some standard of work. The only satisfactory standard is that which we can accept as the aim to our work in guiding the child in his growth and development. Whether or not we accept the philosophic doctrine which claims that the individual finds his life in losing it, we are nevertheless forced to consider the validity of the claim that there must be some standard.

Freedom in the individual means the possibility of contributing in some measure to social welfare. The highest development is possible only through social activity. The measure of a man's achievement is found only in the preparation which he makes for social activity.

We are now ready to consider how far and in what way does the child's endowment at birth indicate its freedom. I shall try to indicate the facts which indicate clearly the freedom of the child. We shall inquire first of all concerning the characteristics of the child at infancy. What are the child's native endowments? what are his native possibilities? what tendencies are prominent in infancy? what changes in development are brought about by nurture? If we should indicate this in a single statement we should say that the child is endowed with a capacity, physically and morally, which will place him at least on a level in the situations in which he finds himself. It is not only that development takes place, but that this growth is relative to the situations in which he finds himself and leads to the greatest variety of activity. The difference between the child and the man becomes striking if we compare development from birth to maturity with the difference which exists among adults. The difference between the new born child and the man of ordinary intelligence is many times greater than the difference between ordinary men from whatever point of view we observe them, or by whatever standards to measure their activities. Of course, it may be that children are born without the necessary strength to develop, and thus do not have the possibility of mental growth, but the overwhelming majority of children are born with health, physical and mental. It is with this majority that we are mainly concerned. Even among those who are born defective we have discovered possibilities of training which have led at least to self-support.

The possibilities of physical development in children has only recently begun to be appreciated. There was a time when disease was looked upon as a special dispensation from above, when tuberculosis was supposed to be inherent. The supposition is that our knowledge of the proper care of children has increased. The number of those who have survived has steadily grown. One can easily imagine that the death rate among children today under the best conditions may seem appalling to an enlightened century. When new demands arise we have no difficulty in training children to meet the situation. The child's physical inheritance leaves him free to make such adjustment as environment demands, even though it be admitted that the extreme limit of ability is determined by heredity. But that the possibilities of development are not limited is strikingly evident, but this must not be interpreted to mean that the child is not free in the sense that he will not be able to attain much more if properly nurtured than he would if neglected.

It is a well-established fact that the neurotic connections are present at birth. But if the connections are to be established, the variety of these connections are in some measure determined by the condition of the

neurotic system. It is this connection with the central nervous system which constitutes the development of learning. Take the familiar illustration of the child whose first reaction on seeing the fire is to reach for it. The connection at first evident between the sensory and neurotic system is suppressed. The neurotic form connections, break them, and substitute others; and the character of these changes is not predetermined, but depends rather on the experience of the individual. But it may be argued that the direction is determined by the inherent tendency, that the child's instinctive equipment determines precisely the kind of reactions which we may expect. The child acts always with reference to the situation in which he finds himself. Certain of the instincts seem to be important factors in his development because of their tendency to produce results which are painful.

The fact that any particular kind of activity, whether physical or mental, is acquired slowly, we speak of a tendency to react. If it is possible to train the individual to react in a great variety of ways, if we can even train the child to react in a way that is contrary to his natural tendency—all indicate the measure of the child's development. Implied in what has been said are the ideas of plasticity. The child is wonderfully impressionable. Change his environment and you change his nature, his habits of thought, his standards of work. He is flexible and this flexibility enables him to adjust himself without much waste of energy to the constant and unusual changes in his environment. He profits by his experience. He is not merely a creature of impulse, controlled and limited by his native tendencies, but rather he is characterized by intelligence. Moreover the child of today can profit and does act in the light of experience. But his action is not limited by his own experience. He recognizes the function of education by bringing him into the knowledge of his inheritance. We no longer believe in the inheritance of acquired character, but we know that the child is so constituted that the period of infancy is a period of plasticity. If we may hope to have him become acquainted with the great contributions of social progress by men of all times, it may be argued that social heredity is constantly limited in its application by the ability of the individual to assimilate knowledge. In reply it may be said that the average school boy of today may know more of science than the greatest scientist who lived a thousand years ago.

Another phase of the child's development calls for special attention. Not only is the child able to profit by his own experience and that of the race, but he is also active, full of energy—call it self-activity, restlessness, curiosity, or whatever else you will. The significant fact is that he is characterized by this tendency to imitate. Apparently, this ceaseless activity cannot be expended wholly by external assimilation. His activities of thought and action are not fixed. That this is of the greatest importance in education, none of us can deny. We cannot impose our education upon children. We can remove obstacles, we can provide stimuli, we can guide, we can suggest; but we may not ignore the fact that growth and develop-

ment are from within. Even when we would instruct the child, we recognize our limitation. Even though we would help him bring about discovery, the problem that is vital—we cannot make him think.

The growth in morality is just as natural as growth in the opposite direction. The child is put in a position where he must choose. Indeed the most ardent devotees of the importance of heredity reluctantly admit the importance of environment in producing moral qualities. It would seem that the possibility of moral development is quite as great as the possibility of mental achievement, but it is not enough to indicate in this general way the possibilities due to inheritance or achievement. If it is true that children are born with the great possibility of contributing to social welfare, free in the sense that they are not bound to react in any other way; if it is true that heredity sets certain limits beyond which the individual is able to attain, it is certainly true that men of equal ability are very unequal in the contributions which they make to social well being.

It is a part of our problem to inquire concerning the factors that limit or control achievement. Lack of achievement is not necessarily due to lack of ability. The only cases in which we have the right to say that achievement represents the true ability of the individual are those in which the environment has been most favorable, and even in those cases allowance must be made for the imperfection of our judgment concerning that which is favorable. Ward has indicated the limits which indicate or control influence. His argument is as follows: He finds four elements in the environment or four classes of environment which mainly determine the classes of achievement. These are: first, local environment; second, economic environment; third, social environment; and fourth, educational environment.

The first—it is in the city that the opportunities for best environment are found. None of us are at our best unless we are able to measure ourselves with others working along the same lines. It is this contact of mind with mind that brings out the best that there is in men. It is not enough to claim that men of genius seek the stimulating atmosphere of the city; they are made by the opportunity that is there afforded.

On the side of economic environment the situation is explained in a word or two. One must have the means, for it is this which gives one the chance to devote oneself to investigation and research. Surely no one would deny that men of ability have been killed both mentally and physically by the stress of economic conditions under which they have labored. There have at times been men wise enough to see the value of rendering economically independent the men of genius in whom they have taken a personal interest.

We are beginning to recognize that it is uneconomical to kill children by hard work in order to swell the fortune of some individual. Society has begun to protect her interest against the non-social individual.

We are almost ready to recognize the fact that society's greatest asset is the child. The social environment is important in the first place,

because it is closely correlated with economic independence and because of the social conditions involved. The young man who comes from a class which is inferior—his companions are all ready to sneer at him. He lacks the confidence which characterizes the youth whose social connections are good, and from which he has received the suggestions of achievement.

Education affords the acquaintance with many lines of endeavor. It provides the youth with the tools of inquiry. The boy whose education is prolonged has the chance to discover his aptitudes and ability. It is difficult to imagine a man contributing notably in the fields of science or art without an intellectual education. Education means the chance for the stimulus which comes from thinking over the great things which men have thought and done in the world.

There is another element in the environment. The belief of this environment in an extreme form is presented by Paine in his contention that the literary genius is the product of his time. We have a very good example of this argument concerning the importance of opportunity in Lowell's *Essay on Shakespeare*. He says in part, "Had Shakespeare been born fifty years earlier, he would have been cramped by a language not yet flexible enough for the rhythm of poetry. Had he been born fifty years later, his ripened manhood would have found itself in an England absorbed and engaged with the solution of political problems. What we mean when we say Shakespeare is now something inconceivable, and which would have been impossible after the Revolution." It has been claimed by some sociologists that the social demand determines the type of genius we find in any society. On the other hand, in an age like our own, the rewards are mainly for those who achieve success in the business enterprises or who exploit the natural wealth of the country. Genius shows itself in business, in engineering, and the like. Only the situation demanding mechanical skill produces an Edison; only a great war produces a Lee; only a great literary age produces a Shakespeare. But environment may assist, nurture, or destroy the man of genius. The possibility of achievement on the part of any individual is not merely an indication of his ability. Often a genius may be suppressed. You may kill physically the child whose contribution to humanity may exceed one who has had careful nurture. The fallacy of the doctrine of the irrepressibility of genius is found in the very nature of the case that only those who succeed are considered. We cannot know who have been suppressed. It has been argued that genius cannot be hidden, that he will assert himself, and yet we know that men of genius have often lacked that element of aggressiveness which would have been necessary in overcoming obstacles of an economic sort. It has been argued that the possibility of achieving renown is much greater for the person of ability than for the average individual, but this does not prove that genius may not be widely scattered, and that it fails to become apparent only because of untoward circumstances.

If environment may become a factor for genius how much more is it needed for a man of less endowment. But the problem is not altered. All children have possibilities for development, and it is for us to provide the conditions most favorable for this growth. If children differ, if the possibility of achievement is not equal in any two children, are we not responsible for the growth of the child? It has been said that democracy tends to mediocrity. That the result is a leveling down instead of a lifting up. If this be true, it is an indictment on our education.

If we view the problem from the standpoint of evolution, we are forced again to recognize the freedom of the child. From the very beginnings of society men have labored for the common good. Progress is the result and the power of the individuals composing society not only to maintain the existing structure, but also to further the evolution process. If there has been progress it is because each generation has been free to transcend its inheritance.

Take the school. The conditions of social life demand restraint and reconstruction and re-adaptation. We accept certain social ideals. We govern our activity by social approval and disapproval. It may be argued that there is always in evolution a force working for progress. The child is free to achieve morality, not because the struggle ceases, but rather because he desires to place himself in harmony with those forces which are working for progress. And it may be helpful to inquire briefly concerning the achievement of those who reach adult life. What men and women are doing with the freedom which they possess. First of all, their native equipment has made it possible for them to survive under a great variety of circumstances, though they may not have been able to withstand the ravages of diseases under other conditions. These two elements, the tendency to persist and the effort to profit by the past experiences of the race are one great instance of man's freedom and are the basis of possibilities of achievement which characterize him. But these men have not only loved to work, but their freedom has made possible achievement. They have done the work which was none the less necessary. There have been relatively few who have failed because of lack of ability. They have been above all adaptable. They have done the work in which the situation in which they found themselves demanded. But men are so constituted that they demand leisure. We associate with leisure the opportunity of culture in the best sense. There is no normal man or woman to whom growth in power of appreciation of literature and music is denied by inheritance. It is true that other elements will crowd out these. It is true that physical exhaustion may mean the neglect of more worthy things. This does not deny the possibility of achievement along these lines. Differences there are, and they must be recognized. This development is connected with the freedom of the child, whether physical, mental, or moral. In each case, we have been compelled to recognize the fact of the possibility of achievement. The great majority of men and women are born free to achieve much more than they actually accomplish.

Our difficulty has been that we have not individualized the child sufficiently, we have not provided the environment that has brought out the best that was in it. Our child is free to become the best of everything.

In conclusion, it may not be out of place to say that our modern society believes in the freedom of the child, and has confidence in his power to contribute his share to social well-being. Indeed the main thesis of this paper may have been the universal belief in the modifiability of the human being. We might have concluded our survey by saying that the hypothesis concerning the achievement of the child was found in facts which we are not able to explain. We are coming to believe more and more in the child and in his possibilities. We have confidence in the opportunity for growth and development, and are sceptical of the value of repression. Men everywhere are beginning to recognize the fact that the hope of progress for humanity is found in the education of the little child.

The Ionic Lady Quartette then sang "Heigh Ho, Pretty Maids."

The President requested Mr. Thomas and Dr. Stephens to come on the platform, and introduced the next speaker by saying: I introduce to the audience Mr. Thomas, of Allegany County, who will make to you a very, very short, but an exceedingly pleasant talk.

*Madam President, Ladies and Gentlemen:*

Dr. Stephens, on behalf of the State Teachers' Association of Maryland, I am requested to present to you a slight token of our very high esteem and warmest regards. By your intelligent workmanship, your untiring energy, your boundless zeal, and your uniform courtesy and consideration at all times and under all circumstances, you have won, sir, a most exalted position in the mind and in the hearts of the State Teachers' Association of Maryland, of which this is a slight but a most heartfelt token. In presenting to you, sir, on their behalf, this diamond scarf pin, permit me to say that while we believe in the motto that "He who deserves the palm should wear it," our interest in you, our desire to promote your welfare and your happiness is such that we would warmly appreciate it, if you will make it occupy and fill a dual capacity—that also of aiding you in getting an appropriate helpmate.

And I am going to take the liberty, sir, of suggesting that you let it be known to the fairer sex that you own that diamond scarf pin, and that you stand ready at all times to have its brilliant setting placed in appropriate form, and stand ready also to pledge it to the one of your choice; that your hand and your heart will ever be as true and faithful to her as your work and your labors to the public education of Maryland.

To which Dr. Stephens made the following response in acknowledging the gift of the diamond scarf pin:

*Mr. Thomas, Madam President, My Dear Friends:*

I have been surprised before and I have been embarrassed a great many times in my life, but I never felt quite so helpless and quite so speechless

as I do at this moment. And if it were as easy to speak as it is to weep, I think I would feel very much more comfortable than I do now.

I think you have a beautiful sense of appreciation. I thank the teachers and the county superintendents from the bottom of my heart for this expression of their goodness and of their kindness. But somehow I feel that you ought not to have done this.

For nine years you have honored me in a great many ways. I have been your State Superintendent; I have held the highest and the best salaried position in connection with the public school system; and you have given me your support, you have given me your co-operation, you have always been exceedingly kind to me personally, and because of this I have been able to hold the position. And this is all that you ought to do. This is all, as it seems to me, that you should do. And if you had wanted to select some one for especial compliment and for especial honor, it occurs to me that we should go out here in the rural school. We find there one who perhaps is separated from home and friends; one who goes to the school five times a week, where there are six or seven grades to teach—walks perhaps a mile and a half; works hard at night; takes a part in the interests of the community outside of the school; boards, perhaps, at a home where there are not all the comforts that a teacher should have; subjected to a great many hardships, and yet who is doing the work that is of permanent good, and from these teachers we get the best type of men and women.

I believe that if we are going to honor some one, if we are going to recognize some one, it ought to be that teacher who is making all the sacrifice, and who is getting so little in the way of recognition and so little in the way of compensation. And as I look out upon these county superintendents this morning, I feel like saying to them in the way of apology, and to say that perhaps we owe you an apology, that we have not brought to these teachers the recognition which is due them; and which they ought to have to vitalize them and to keep them alive to the great interests that have been committed to their keeping. And I wish the opportunity to come—no, I think that the opportunity has come and may be improved by me and by these others who ought to shape public sentiment. To have the teacher, and especially that teacher, recognized in a way that she has never been recognized heretofore; that there will come to her some compliment, that there will come to her some honor that should have come long ago.

I appreciate, as I have said to you, this recognition. I am not going to keep you, to detain you. I feel like saying a great many things, but I have not the words to express just how I feel, but all that I am I owe to the teachers of Maryland. While I have been honored and complimented before this, I have never received a compliment or an honor that to me is so great, and one which I appreciate so much as I do this expression of your goodness and your friendship to me.

And I would like to compliment you at least by words this morning—those of you who attended the meeting of the N. E. A. in 1903 perhaps may remember the closing of the message that was sent to that Association by the “Autocrat of the Breakfast Table.” It is poetry, and it seems to me that this is just the occasion for just a little poetry—though there is very little poetry in me. I am sure that the words that Dr. Lowell sent to those teachers will express my sentiment:

“Teachers of teachers, yours the task,  
Noblest that noble minds can ask,  
High on Ionian’s murmuring mount,  
To watch, to guard the Sacred Fount  
That fills the streams below.  
To watch the hurrying flood  
That fills the thousand silvery rippling rills,  
In ever widening flow.  
You know best the future’s need,  
Your prescient wisdom sows the seed,  
To be lost only in years unborn.”

This is a great work, and it is a great thing to be a teacher. Using the description of the little girl, I want to say that you are “the bestest” lot of teachers in this wide, wide world; and this is a splendid gift, this is a brilliant act on your part. I am going to cherish this. I like it. I will have to get some new clothes to make it appropriate, but I am going to get them. But above that is the sense of appreciation, and the memory of this action will be sweeter to me even than this precious stone. God bless you all.

Miss Richmond said: “Admiral Dewey won the hearts of his countrymen. They gave him a home, but as soon as Admiral Dewey transferred that house to his wife, ‘Oh, what a fall was there, my countrymen!’ Now, we do not want to see you fall, Dr. Stephens.”

The President then announced that the next number on the program was English in the Public Schools, Intermediate Grades, and requested those having papers to come forward.

#### ENGLISH IN THE INTERMEDIATE GRADES—THE PREPARATION OF THE TEACHER.

By W. H. Wilcox, Department of English, State Normal School,  
Baltimore, Md.

In considering the preparation of the teacher for teaching English in the intermediate grades we must bear in mind that the intermediate teacher is not a specialist. Sometimes we seem to demand that she be a general specialist, but the very contradiction in the terms “general” and “special” indicates the unreasonableness of such a demand. Nevertheless,

it is true that English is coming to be regarded as the most important branch in the whole course of study and we may therefore expect more of the teacher in her preparation for teaching English than for any other line.

The qualifications of the teacher fall into two not wholly distinct groups—natural gifts and acquired powers. Our discussion is concerned primarily with the latter, but it seems advisable to give some attention to the former.

First among the natural gifts is a liking for the work. The teacher, to secure adequate results, must have that enthusiasm that begets enthusiasm. Interest, even enthusiasm, is easy in literature, but what about the work in composition and grammar? Do you see any smiles when you announce composition work? Even essay writing can be made, if not a joy forever, at least an agreeable exercise to both teacher and pupil. The interest in this work must grow out of the subject matter, the progress of the class, or the method. Let me suggest, in connection with method, that, if the teacher will so adapt the work to the abilities of her class that they can do good work, she will have an interested class. We like to do what we can do well. This suggests the need of a second natural gift, the quick appreciation of the excellencies of expression whether in literature or the productions of the class. Dwell on and emphasize excellencies rather than defects. Constructive criticism is the most valuable of all criticism. The teacher should also have a natural aptitude for seizing upon available teaching points that are constantly presenting themselves. To be able to cite the expression of similar thought in literature, to cite the correct use of words in current literature, to seize upon available matter for composition work as it unexpectedly presents itself, is to have this aptitude. Let me illustrate. The question is raised whether "professor" may be properly applied to a lady. In the June number of "Current Literature" such use of the word is frequent. Again, the class has just finished the reading of the Spectre Bridegroom in the Sketch Book. Now let the members of the class become various characters in the story and rewrite the story from the new point of view; you will have an interested class at once.

Now let us pass to those qualities that are more directly the result of acquisition. The first, which I shall do little more than mention, is the ability to see things. At first this seems like a natural gift, but the most of us have lost it if we ever had it, so we must either acquire it or do without it. To see things accurately and to distinguish the essential from the non-essential is highly important to the teacher of English; for what is said is more important than how the thing is said and the "how" is largely dependent on the "what." We have only to note how, in recounting a simple incident, the important and the unimportant are indiscriminately jumbled together to see how necessary the faculty of seeing things clearly is to both teacher and pupil.

A wide familiarity with literature, especially that class of literature of interest to pupils of the intermediate grades, is a very important acquisition to the teacher. She needs this in order to cite illustrations and parallel expressions in literature; she needs it to tone up her own mind and keep it fresh and active; and finally, she needs it that she guide the reading of her pupils into wholesome lines. I cannot refrain from a word at greater length on this last point. Fiction is the dominant type of literature of the present day. About ninety per cent. of the reading matter drawn from our public libraries is fiction. About ninety per cent. of this fiction is of such a class that many thoughtful persons are beginning to question whether our public libraries are not often a source of more evil than good. I believe that in fiction we have one of the most effective means of education. Here the problems of life are presented concretely. The best fiction is the nearest approach to the reproduction of the conditions of real life that the mind of man has invented, and its concrete character gives it a powerful appeal. This makes it an educational instrument whose value we are hardly beginning to realize; yet we must remember that it is as powerful for evil as for good. No one who has given the most casual investigation can question the statement that a large part of the fiction read does not interpret life correctly—that its influence is bad. Right here a very serious charge is brought against us teachers. I have been told by librarians in several of our large cities that the worst offenders in the class of reading done are the teachers in the public schools. Blind leaders of the blind are we if this is so. Nothing we can do for our pupils will be of more value than to inspire in them an intelligent love of good literature; yet the teacher cannot impart what she does not have.

The third acquirement, and the one to which I wish to give most attention, is a clear conception of what we are trying to accomplish. There is no greater source of waste in our whole school system than a failure to conceive definitely the results we are supposed to be seeking. What would you think of an engineer who should begin the construction of a bridge before he had a clear conception of what kind of bridge he is to build? What would you think of a sculptor who should begin to chisel his marble before he had in his mind a clear image of the figure that is to come forth at his summons? What kind of figure would step forth if your conception of the results of your work were suddenly to take bodily form before you? Would it be a monster half beast half human—a satyr, a faun, a chimera or an airy nothingness without a habitation and a name? Every subject should have some clearly conceived results to be attained: nay, even every lesson, and our classes would often profit by it if we should tell them before the work is done the exact thing we wish to accomplish.

What is the aim in English work? Is it to teach the pupils to say, "I saw it" and "I did it?" "It is I" and "It is he?" Is it to teach them to put a comma here and a period there? Is it to make them glib talkers and writers ready to pour forth a flood of words on any and every occasion? Some of these things have some importance; they are necessary to the

effective use of language, but the real results of our English work should be much larger. What is the real thing to be gained by our English work? To answer this we must first look at the real nature of the English branches. The term "English" includes reading, grammar, the various forms of composition work, spelling, rhetoric and literature. All except rhetoric are found in the intermediate grades though reading and the study of literature are really one subject here. Formerly these branches were considered separate subjects. One of the greatest advances in the teaching of English in recent years has been the conception of the unity of all these subjects. This unity has been sought in various lines. To my mind it lies in the totality of the effect on the minds of the pupils. Let us bear in mind that language exists primarily for the communication of thought. We have language simply because there are more than one person in the world. Enoch Arden alone on his island for a dozen years almost lost his power of speech and gibbered like an idiot when rescued. Language exists, whether in the terse note of the man of business or in the mighty creations of Homer and Shakespeare, simply that one mind may communicate its thought to another. The difference in the language is due merely to a difference in the nature of the communication. This fact is fundamental in considering the real nature of the unity of the English branches. Another point to be taken into account is the fact that each person is now receiver and now transmitter. At first sight this looks like duality instead of unity, yet whether the person uses language to give or receive thought his use is not essentially different. Every teacher knows that composition work is largely aided by proper reading. One other point suggestive of duality must be considered. The effective use of language involves two elements—the knowledge of the meaning of words and their collocation, and a tuning up of the mind to receive the communication of such a mind as that of a Spenser or a Milton. Here again apparent duality is real unity, for the one power cannot be acquired without the other. From these considerations we must conclude that the unity of the English branches lies in the result attained which is the effective use of language, involving both the knowledge of the meaning and collocation of words and the development of the mind of the pupil, results that are inseparable.

Having this general purpose in mind let us run hastily over the various branches of English work and see the particular aim in each and the relation of each to the others.

We shall first consider reading and the study of literature, the two being combined in the intermediate grades. The purpose of this work is to train the pupil to interpret the language of another. This involves the enlarging of the vocabulary, a knowledge of structure and the tuning up of the mind. Knowledge of structure or form is especially important. Too much of our reading is fragmentary. We leave the pupil with a confused impression of what the author has said. The last act of a reading exercise, as of every exercise in English, should be synthesis. This gives

the pupil a conception of the larger units of thought. He grasps the communication as a whole and so grows to comprehend and appreciate the orderly expression of thought. This is equally valuable for both reading and composition. One of the most effective ways to teach unity, coherence and emphasis in composition is through the analytic and synthetic study of a work strong in these qualities.

Now let us look for a moment at grammar. Grammar has fallen somewhat into disfavor and this is unfortunate. The proper—the inductive—study of grammar should be of real value to the pupil. The chief aim in the study of grammar is to develop the power to read intelligently. If it has failed to do this it is because it has been wrongly conceived and wrongly taught. Grammar deals with the relation of words in sentences. Relations are shown by position, meaning of the word, general context, relational words and by form or inflection. Because inflection is of so much importance in Latin a similar importance for it has been assumed in English and our grammar based on this false assumption. When English grammar is based on the English language and takes account of English ways of showing the relationship of words in sentences, grammar will come to have a new value. Further, when instead of tearing a sentence to tatters, word by word, we deal with the real elements of the sentence more will result from our teaching of grammar. The elements of a thought are the ideas that make up the thought: The elements of a sentence are the words, phrases and clauses that represent the ideas. Grammar should deal with these elements and so train the pupil to grasp the elements of thought. Let me illustrate. Take the first sentence from the Legend of Sleepy Hollow: "In the bosom of one of those spacious coves which indent the eastern shore of the Hudson, at that broad expansion of the river denominated by the ancient Dutch navigators, the Tappan Zee, and where they always prudently shortened sail and implored the protection of St. Nicholas when they crossed, there lies a small market town or rural port which by some is called Greensburgh, but which is generally and properly known as Tarry Town." This is a long sentence, yet it has few elements. First we find two adverbial elements of place, ending with "crossed;" then we find the expletive "there," the assertive "lies," the adjectives "a," "small" and "market," the appositive "town" modified by "rural," and finally the two adjective clause "elements." This then is the real analysis of the sentence, for it is separating the sentence into its elements. There is a time for the analysis of the phrase and the clause, for the study of inflection and syntax, but the most valuable part of grammar is the part that deals with the elements of the sentence and develops in the mind of the pupil power to grasp the elements of the sentence and so of the thought quickly and to understand clearly. Grammar has some slight value for correctness and is of use to a relatively small number as a preparation for the study of other languages, but its chief value lies in its development of the power of interpretation of written language.

Turning now to the expressive side we may omit spelling and consider the various phases of composition work. The pupil has now finished the primary grades where fluency was the chief aim. Correctness of form has received some consideration and will still require some attention. Perhaps we should say that correct form now becomes of first importance; but it is the larger matter, the form of the communication as a whole and not grammatical form that is our chief concern. Many teachers are coming to think that composition work is the most valuable work the school offers. If the work is done with the proper aim in view there is much to justify this position. To do composition work in a way to get the most value out of it the pupil must make a careful study of his subject, analyze it, compare the parts, selecting and rejecting according to his needs and finally reorganize to suit his purpose. He must continually bear in mind that he is to communicate his thought to another and that to make this communication effective it must be properly organized and then it can easily be put into proper language. It is a question whether composition work done in this way is equalled in value by any other work in the whole school training. It is apparent at once that such work is greatly aided by the analytic study of suitable literature, and it is also true that composition of this nature is of great aid to the study of literature. Here we see again the fundamental unity of the various lines of English work.

In conclusion we may say that while we may expect the teacher of English to have some natural fitness for her work, while we may expect her to see things somewhat clearly and accurately, while we may even demand a somewhat comprehensive familiarity with literature of special interest to her pupils, the fundamental element in her preparation is a clear conception of the results to be attained in the English work.

#### COMPOSITION WORK AND ITS METHOD.

By Mrs. Anne M. Luman.

In recent years, teachers of English Composition have come to the conclusion that it is most necessary to establish a method in their work that shall be progressive and effective.

Even in the most rudimentary stages, composition is a creative process—a seeking after the form and expression of thought. And, too, it is a developing art, passing up many steps—from the making of a simple sentence to the creating of the finest oration and of the perfect poem.

Composition is primarily self-expression. It is not merely a book-study. It does not deal with things remote from the pupil's thought and experience, but is the *expression of that* thought and experience. It must reflect his actual mental life. It must turn to account his powers of observation and reflection, and employ the material offered by his own life, his home scenes and experiences, the daily panorama of nature, the spectacle of

human life on farm, in village, and in city. It must bring the mind and life of the pupil into close relation with his efforts at expression; it must enable him to express *himself*.

Composition, too, must be a subject giving culture as well as discipline—it must stimulate and nourish the pupil's mind by contact with a rich and varied subject-matter. The pupil's own experiences are not enough—he must read, and read aloud, and be read to. He must commit to memory passages of the standard literature that he reads—through reading especially does he become possessed of the valuable stores of the world's best life and thought, preserved in myth, and fable, and history, and poetry, and thus he gets the stimuli that comes from the greater ideas of other minds and other times. This training is gradual, progressive. It is a common experience with our great writers that in their childhood they were familiar with great books.

In this way we remedy what is a mental defect with many of our school children—their almost incredible scantiness of vocabulary. By reading and memorizing, they enter upon the common heritage of fact and the thoughts of our greatest minds; they enrich their vocabulary with words well used; unconsciously they acquire for their own the forms of structure usual in good writing, and gradually establish ideals of force and beauty in expression.

It may be asked here, "What shall the pupil read?" His reading should be strictly supervised; his taste should be so developed that he will be naturally drawn to that which is wholesome, and sound, and sweet. Literature, to do its full part in the training of child, pupil, and student, must be of such a character that it makes demands upon his mind. It must hold his complete attention and stimulate his powers of imagination and reasoning, and arouse his sympathy and dramatic instinct.

Among the books which help to do this, beginning with pupils of ten years and even younger, and progressing to the sixth and seventh grades, are: Kingsley's "Water Babies," "The Tanglewood Tales," Baldwin's "Old Greek Stories," and "The Story of Siegfried," Mabie's "Norse Stories," Kipling's "Jungle Book," Thompson Seton's "Wild Animals," Howard Pyle's "Robin Hood," Sidney Lanier's "Boys' King Arthur," Scott's "Tales of a Grandfather," and "Ivanhoe," stories from the "Odyssey" and the Aeneid, "Uncle Remus;" for fun and for poetry, "Hiawatha," and Lowell, Holmes, Whittier, Tennyson, Shakespeare. Bible stories from the Old and New Testaments such as the childhood of Samuel, the babyhood of Moses, David's keeping of the sheep and fight of Goliath, the story of Ruth, and stories from the life of Christ—the list is almost endless, and with his mind stored with these and kindred others, together with his own experiences, with Nature all around him, and whose wonders and beauties he has been taught to observe, he can no longer say, "I don't know what to write about."

Work degenerates into mere entertainment unless advantage is taken of the interest aroused and an opportunity for creative work is given.

All the stories read and told are given back by the pupil, either orally or written or both. Pupils are not usually fond of poetry, but they can be taught to be fond of it. Such a poem as Holmes' "Flower of Liberty" appeals to a class if their curiosity is aroused by a play upon the symbolism of the poem, and after the poem has been read and discussed they will give it back to you delightfully, and that, too, with its lesson of patriotism. "The Chambered Nautilus" makes a beautiful story, told or written, as it requires a nature background for an introduction—the reading of the poem, the object or the picture, the explanation, the application, the reproduction. Holmes' thought about the little creature how it continually grew, and how there came to him a longing that his own life might grow, so that each succeeding year might find him a nobler man:

"Build thee more stately mansions, O, my Soul!"

Interest is aroused in many shorter poems—"Titania's Lullaby," from "Midsummer Night's Dream," and "Ariel's Song," from "The Tempest," by telling the stories connected with them. "Pippa's Song," from "Pippa Passes," is an exquisite illustration of a poem which gains in content through story-telling and repetition. These stories are uplifting in tone, language and sentiment, and can not fail to improve vocabulary, construction and style, and the lesson taught has its value.

But composition is not alone the art of writing, it is equally the art of speaking and of correct speaking. Oral composition should be a daily practice of the English class—conversation between teacher and pupil, the oral repetition or summary of a story, brief oral descriptions of the incidents of the seasons or human happenings, discussion of the daily news—all can be made to conduce to the correct and ready and effective use of language. If pupils in classes in all subjects are required to give answers, not slipshod, not careless and incomplete and elliptical, but careful, correct, accurate and finished, they will acquire a better command of language and develop self-control, confidence and ease in speech.

The teaching of composition should follow the developing interests and powers of the pupil's mind, and enlist his judgment and interest at every stage of the instruction, and the primary literary interest is the story, even in the higher grades; the fairy tale, the fable, the anecdote, description, narration; and in yet higher grades exposition, argument, including persuasion; thus we follow the progressive steps in the intellectual powers.

Letter-writing, which involves several of these forms of composition, may, because of its easy style and method and its immediate importance, be taught early.

As respects *form*, there must be the same progression as in subject-matter. The study of spelling, the rules of grammar, capitalization, punctuation, the forms and uses of the phrase, clause, sentence, indentation, margin, the order, number and choice of words for clearness and emphasis, the structure of the paragraph for unity; through all these

essentials the pupil must be led gradually to a consciousness of good English and good style; by precept, by careful and gentle criticism of oral and written work, in close contact with example and immediate practice.

In sixth and higher grades, throughout all theme or composition-writing, the use of outline, framework or plan should be insisted upon. Practice in outlining gives excellent training in analysis, and impresses upon the young writer the need of sequence of thought, and of logical order and arrangement in good composition. It teaches the arrangement of events in the order of time, the working up to some one main point of interest from introduction to climax and conclusion. The outline should be brief, simple—only necessary topics, arranged in proper order.

The subject might be summed up in these *essentials*; having thoughts to express gained through experience, observation and reading. Knowledge of the principles of correct and effective expression; constant practice; the gradual progression and development of the methods used, until the pupil almost unconsciously reaches the point where he selects and decides for himself.

Rightly pursued, the study of composition should be full of interest and pleasure, as well as profit, educating and fostering mental life in the quickening powers of the pupil at this stage. The goal to be attained is worthy of all effort, it is of infinite value in practical life, and a power which the world has cherished as man's highest gift.

#### CULTIVATION OF THE IMAGINATION.

By Mr. Norman W. Cameron.

We hear a great deal today of the practical phase of education. It must be clear to every one that education is most practical which makes a man of most use to his fellow men. This is education in the true sense of the term, and it is from this point of view that I approach the subject of this paper—the cultivation of the imagination in the intermediate grades.

Already you have heard the discussion on the necessity of the teacher's thorough preparation for the right performance of his or her school duties. I consider it of the foremost importance that the person who is to instruct the youth be equipped by training and temperament in this particular phase of the educational process second to that of no other.

It is doubtful if teachers as a rule have recognized the real necessity of special training of the imaginative processes. What is imagination? Why should it need special development? Professor Angell defines it as "Consciousness of objects not present to sense." And again that "it is the psychical device by which we are enabled consciously to focalize upon our acts the lessons of our previous relevant experience, and through which we forecast the future in the light of the past." Briefly, it is the play of the stream of consciousness upon past experience.

The basis of all imagery, whether productive or reproductive, is the image, or a cerebral disposition left by a former sensation impinging upon a sense organ. Without these dispositions left in the brain cortex we should have no past experience to which to refer any present sensation. There would be no such a thing as a general concept. We should then be nothing more, from the mental standpoint, than the lowest forms of animal life, depending on each new incoming sensation to determine our consequent acts.

Whence come these sensations that lay the basis for the thousands of mental images? By nature each normal child is endowed with sense organs of sight, hearing, smell, taste, touch, temperature, movement, and perhaps others. Through these and these alone we directly receive all the impressions made upon the brain. If the child be blind at birth, he will never have visual images; if his hearing mechanism be totally impaired, he will have no auditory images; and so on through the category of sense organs, the failure to function on the part of any sense organ implying the failure to leave corresponding images. Even the impairment of these sense organs several years after birth will produce a dullness in the imagery allied thereto. Hence, we can readily see how a child with any defect in his mental imagery caused either at birth or thereafter would be in a degree a paralytic for the sense organ, or organs, and brain centers involved. He is a dwarf mentally who has not the full possession of all his senses and the maximum experience which he is by nature capable of storing up in the brain cells.

It is a generally acknowledged fact that, in a way, the senses of vision, hearing, movement, and touch are better developed than those of smell, taste and temperature. Yet how often do we find lacking in definiteness those supposedly well developed senses. We have but to read from Shakespeare, Milton, Wordsworth, Dante, or any one of a host of other writers, to realize that these men have had the various brain areas stored with appropriate mental images and that we have not. Nor do we find any two persons similarly endowed with mental imagery. Some belong to the visual type, others to the auditory or motor class, with very few, if any, strong in the images of smell or taste. It is in the different degrees of this development of imagery that individuals differ in brain power. In Shakespeare we have, perhaps, the best example of an all-round, well developed brain from the view-point of the imaginative processes. Not one, but all of his senses must have been trained to observe and interpret the minutest details in nature.

To quote from him will show with what fineness and latitude was his imagery cultivated.

As an example of his visual imagery:

"Innumerable as the stars of night,  
Or stars of morning, dewdrops, which the Sun  
Impearls on ev'ry leaf and ev'ry flower."

Of his tactal imagery:

"Might I but live to see thee in my touch,  
I'd say I had eyes again."

Again:

"Love's feeling is more soft and sensible  
Than are the tender horns of cockled shells."

Of his auditory imagery:

"The man that hath no music in himself,  
Nor is not moved with concord of sweet sounds  
Is fit for treasons, stratagems, and spoils."

Again:

"Your tongue's sweet air  
More tunable than lark to shepherd's ear  
When wheat is green, when hawthorn buds appear."

Of his olfactory imagery:

"Purple the sails, and so perfumed that  
The winds were love sick with them."

Of his gustatory imagery:

"Where the bees suck, there suck I."

What beauty and power of expression lie in this play of words, appreciated only by those whose senses have been exercised as were those of this greatest of poets!

A little experimentation will show the most of us that our imagery, even of the visual kind, is very indefinite in detail. Try to recall the appearance of your breakfast table, or the sound of the cricket or the frog, or the taste of your coffee, or the smell of heliotrope. Can you do it? Has your imagery ever been trained? If we find that it is indefinite in the case of vision, how much more must this be true for the other varieties? And it is true. Few people are able to call up any other images than those of hearing and seeing.

If "all the senses must hand in their report before we can be said to know a thing" (1), is it not, then, as has already been said, of the utmost need that the cultivation of the imagination be carefully and intelligently looked after? Halleck says in his excellent little book, "Education of the Central Nervous System," that "the time will come when it will seem as stupid, nay, as criminal, to neglect the proper training of all a child's senses as to fail to teach him to read." It is just this lack of training that is characteristic of the school room work today.

In the foregoing pages I have endeavored to make clear the necessity of cultivating the imagination among children. The limit of time permitted for this paper will allow only the merest outline of suggestions as to the method to pursue in the training of the child.

Elsewhere I have dwelt upon the great importance of the proper training of the teacher for this class of instruction. To quote again from Halleck, "There are few good cultivators of the senses today, for the reason that few teachers had their own senses well trained while young." Fortunate, indeed, is the teacher who has spent her younger days in the woods and fields observing, with intense interest, the panorama of changing colors and varied movements in nature's realm as the seasons come and go, drinking in the perfumes as they are wafted heavenward from the profusion of daisies, honeysuckle, violets, and the sweet forget-me-not, testing the delicious flavors of the apple, peach, berries and the luscious pear, stroking gently as she rambles over hill and through dale the beautiful petals of the multitude of flowers, or idly, even unconsciously, slipping through her fingers the diversity of foliage as she travels on. What a wealth of education is there in these jaunts among the haunts of man and beast! And yet how little is it appreciated! Only a few days ago complaint was made in my presence of a teacher who was asked to resign because she and the children of her school had spent so much time out of doors with nature. Instinctively, almost, I said "God bless her." If she could teach them nothing by compelling them to pore over books, surely she could instruct them from God's greatest storehouse of knowledge. Is not just this sort of opposition what many teachers in rural schools may expect if they should go out to teach the children with heaven and earth as their text book? I hope such a day is past when men are blind to the true source of education. Some will say that nature study is all right for the city child who rarely if ever sees the country. This sort of reasoning is paralleled by that which advocates the teacher's spending the most of her time with the backward boy and allowing the bright boy to get along by sheer good luck.

Every child by the age of six is already endowed with a large mass of imagery. But this has been acquired without any directed effort on the part of either himself or any one else. When he enters school, the teacher is in a position to create for him his environment. At least she can direct his attention to those qualities in objects which will be ultimately of most worth to him. It is this directing influence of the teacher that is the essential thing in the training of the boy or girl, whatever be the aim. There are many qualities appropriate to the exercise of each sense organ that can be drilled into the mind of the child by careful guidance long before he or she knows why we do so.

Just as there are certain essential bits of knowledge we rightly claim a child should possess, so there are certain essential stimuli to which every child should be exposed at as early an age as possible. As soon as he comes under the influence of the teacher this training should take place,

but always in a systematic manner. How many children are ever trained to detect the odor that issues from the daisy, lilac, violet, goldenrod, forget-me-not, white clover, the delicate buttercup, and a host of other denizens of the field and forest? Again, how many are familiar with the numerous perfumes and odors of drugs that are almost as common as the flowers that grow in the field? So, too, with the sense of taste. How many teachers, I say, can form an image of the taste of strawberry, blackberry, salt, sugar, cinnamon, apple, currant, gooseberry, etc.? Can your children, blindfolded, distinguish the feel of wool, linen, cotton, flax, blackberry, plum, apple, pear, etc.? Do they know the difference by touch alone between the blade of timothy and the blade of wheat? May I ask whether the bird singing outside is a lark or an oriole? Is it the chirp of the catbird or the thrush? Do the children know the sound of the rustling leaves, the roar of the ocean, the babbling of the brook as it runs over the stones: the drip, drip, drip of the rain, or the tone of piano or organ keys? Then, there is an almost illimitable number of images which we form by sensations coming through the organ of vision. The various kinds of flowers, animals, insects, grasses, colors, and the other phenomena of nature—do we know them? We must unhesitatingly answer that pupils know only a few of these and the thousands of other sensations coming through the various sense organs, either because they have not been trained or because the training has not been well directed.

But you ask, how can we teach all this? When would we have time for our other work? In reply, I say organize this work and you will find that much of it will be accomplished with a minimum of effort and a maximum of pleasure. Each year, each season, each month, each week, each day can have its particular part of the work. Care should be taken, however, to develop all the sense organs contemporaneously.

Time will not admit here of an organized plan of this work. But no doubt several live, progressive teachers could arrange a judicious and pedagogical outline of the material, which, under the test of use, would be of inestimable benefit in this phase of the educational process.

This form of the cultivation of the imagination should take place in the early years of the child's school life, so far as practicable. During all the grades, but especially in the higher ones, the reading lesson should be used as a means for recalling the images formed in the past. Right here is the teacher's opportunity to make her selections from literature that will best subserve the purpose and aim of her efforts. Language is filled with figures of speech, and that which is most figurative is most beautiful, providing the figures are aptly chosen. The teacher's duty to the child is not only to bring it into the presence of the various stimuli for the creation of mental images, but also to call their attention to the passages containing these images and have them recall them, and to have them give expression to them and like ones either in an oral or a written manner. The theme work either in description, narration, or other form of composition, may be at regular intervals devoted to the emphasis and



MR. GEORGE BIDDLE  
President-Elect



development of the imagination. In learning synonyms the child should be able, so far as possible, to image the shades of meaning implied in the words at issue. In describing scenes, either real or imaginary, the pupil should be taught first to mentally picture all the parts of the scene as vividly as possible, and then to describe them from this image. It is well to have him describe orally his understanding of the meaning of highly figurative passages and depict the scenes they imply.

Training of the imagination will have two direct effects: First, it will make possible an increase in the number of objects to be visualized at one time; and, second, it will increase the vividness, detail and definiteness of the image.

One thing to be kept clearly in mind by the teacher is that along with sensory development there must be always a motor response. The pupil's environment must be such that he can give expression to the sensory impressions. The sense organ soon atrophies which does not continue during the early years of life to be used. It is the teacher's duty, also, to see that exercise is given to the ideational processes that deterioration may not take place.

To sum up, it is necessary for the proper training of the imagination (1) to present an organized environment to the child, that he may receive impressions from stimuli upon the several sense organs, (2) to repeat from time to time presentations of these stimuli to the same sense organs, (3) to call up these images by correlating the work with the reading and theme lessons, and (4) to train the child in motor expression coincident with the sensory stimulation.

Of what benefit, it may be asked, will such a training be to boys and girls? It will give them such a view of life as they would not otherwise have; it will disclose to them the jewels hidden in words and phrases that would be void and meaningless without it; it will increase their love for the noblest things of life; and it will open up to their minds such a storehouse of useful knowledge, such a wealth of nature's secrets, that they will feel that to *learn* is to *live*.

The meeting then adjourned to meet Thursday evening at 8 o'clock.

Respectfully submitted,

HUGH W. CALDWELL,

*Recording Secretary.*

#### THURSDAY EVENING, JULY 1.

The Thursday evening meeting of the Association was opened at 8 o'clock with the singing of "Maryland, My Maryland."

The Secretary then read the minutes of the morning meeting, which were approved.

Miss Richmond: "The first speaker on our program this evening is Mr. Joseph Rosier, Superintendent of the Public Schools of Fairmont,

W. Va. Mr. Rosier said to me this evening that so many West Virginians had interests in Garrett County, Md., that they felt identified with us and that Garrett County partly belonged to them. I introduce to you Mr. Rosier."

Mr. Rosier spoke as follows:

*Madam President, Fellow Teachers of the State of Maryland:*

Before beginning the formal address which I have prepared for this occasion, it probably would be fitting that I should make an acknowledgment on behalf of the members of the West Virginia Educational Association of a visit which was paid to us at our meeting two weeks ago by representatives of your organization.

We had very great delight and pleasure in having Superintendent Browning, of Garrett County, take a part in the program of the County Superintendents' Association of West Virginia, and I was assured by the members of that Association that his address was very profitable and helpful indeed. We were glad to have Mr. Browning with us. Coming soon after him was your distinguished State Superintendent of Schools, Dr. Stephens, who appeared before our Association and extended cordial words of greeting from you. We appreciated his visit, and I, on my part, was much interested in the ceremonies which took place here today; and I am glad to know that the teachers of Maryland appreciate Dr. Stephens as those of us who have learned to know him outside of the State appreciate him.

We also had the most delightful pleasure of having your leading educational orator, Dr. Lewis, of the Western Maryland College, give a most instructive lecture before the West Virginia Association at one of our evening sessions, and the members of our Association extended a unanimous vote of thanks to him for the favor which he bestowed upon us at that time. I assure you that those of us in West Virginia who heard Dr. Lewis on that occasion, and others who have known him in other relations, regard him as a very strong man, and the people of Maryland should be proud of Dr. Lewis.

I want to express my pleasure in being with you; my pleasure in the many acquaintances which have been formed in these two or three days. I have not only renewed the acquaintance with those members who visited us, but with the members of the Board of Education and with many of your County Superintendents in the various counties of the State.

The State of West Virginia and the State of Maryland are associated in a geographical way, while also associated closely in a business way. The great Baltimore and Ohio Railway system is supported chiefly, as far as revenues are concerned, by the great and growing State of West Virginia. I presume that our State, through coal shipments alone, passes more freight to the Baltimore and Ohio Company than any other part of the system. West Virginia speculators and capitalists are interested in Maryland in a business way. We are also united in a social way. The

thought occurs to me that at least two distinguished citizens of my own city have yielded to the charms of Maryland's daughters and have brought them among us to grace our social realm.

I see no reason since we are associated and related in these ways why we should not become more intimately associated in an educational way, and I trust that the cordial relations that have been established between the teachers of West Virginia and the teachers of Maryland in this year 1909 may continue, and that we shall come to know each other better and understand each others problems, and that we may render such assistance as we can to each other in working out these great problems of education.

#### PUBLIC EDUCATION AND SOCIAL EFFICIENCY.

The public good is the motive behind our system of education, and the means of public education should be of such a nature that the result will be the greatest good to the greatest number in training for usefulness in modern society. Different ideas have prevailed as to what is the most useful training which can be given as a preparation for efficient membership in the social whole. The most persistent notion is that training for life is chiefly intellectual culture, the development of mental sharpness, and astuteness; that it includes a well-stored memory, and facile and skillful powers of reasoning. The adherents of this idea believe the mental training will result in the development of brain power that can be adapted to the solution of all problems; that the mental discipline coming from the study of mathematics, Latin and Greek directly prepares the student to use the ability thus developed in the service of himself or others in any situation in life. While modern psychology has not completely demolished this theory, it certainly makes many modifications necessary. The theory of mental discipline in the old time sense must take a secondary place in the estimate of modern educational values.

The idea of religious instruction and training as the chief element of an education continues to have a wide acceptance and a large part of our people believe that the most important problems that can engage the time and attention of both young and old are those bearing upon the divine relation of man to his Creator, and the systems of theology and morals based upon divine teaching and revelation. The theory that education is mere culture has had many adherents. Those who accept this notion are fond of referring to the aristocracy of learning. To be educated means to be exclusive. The object of education here is superiority in personal accomplishments. The learned are the elect. A man's standing in life is determined by the number of pages of Latin he has read, and his conceptions of Browning. This is what an eminent scholar has called the ornamental theory of education. The idea that education is such narrow culture is not taken seriously anywhere except in the circles of the so-called learned.

Smothered down among the masses, but persisting with ever increasing force, is the notion that education is a training that prepares one to earn his bread and butter. The farmer boy seeks a knowledge of arithmetic, writing and accounts because he wants to clerk in the village store; the widow's daughter completes the common school branches and takes ten weeks' training in the select school in order that she may pass the teachers' examination, and thus be permitted to teach school to make a living for herself and help her mother. The stubborn believers in this idea of education refuse to be interested in any kind of training that does not prepare for something. As a theory of education, it is narrow and material, but it should by no means be condemned.

In the presence of the problems of modern, complicated society, many of our older theories of education have been modified and changed. We live in a new world. Our modes of living have changed. We were a rural people, but we are now largely urban. These transformations profoundly affect the work of organized education. The training of the child is shaped more and more in relation to its environment. Individual instruction has been modified and training for membership in society is more emphasized. The modern educational creed is more social than individualistic. The aim of education in the light of modern civilization is social efficiency and its result in the individual must show capacity for efficient social service.

The work of public education in relation to the progress of the race is vital and far-reaching. The training it offers must respond to the needs of those who support it. The way of the public school in its different departments is clearly marked out. It must preserve and modernize such of the traditional education and learning as is demanded in life under changed conditions; it must properly relate its training and instruction to our modern institutional life, so that men and women educated in our public schools may become an intelligent and effective force in the protection and perpetuation of our institutions; it must put the child in its possession of its ethical inheritance, so that it may begin its life work with accumulated knowledge and wisdom of the past; and it must so train its charges that instead of being mastered by the forces of their environment, they will control and direct those forces for the service of themselves and others. The modern school must prepare the coming generation to live in its peculiar environment, and to make a living through its ability to use the natural forces around it, and to establish such human adjustments as will result in social unity and co-operation. Too much reliance is being placed upon books as instruments of education, in memory drill that prepares for successful examination tests, and in mental training unrelated to the problems of the present day. I would not detract from the value of the culture that comes from an acquaintance with literature and history. Teach the child the folk-lore stories, the ancient myths, the choicest poetry and classic prose. Bring it into possession of as much of its literary inheritance as it can assimilate in its

life, but let us bear in mind that valuable as are the literary treasures of the world, there are other things that are equally significant and potent in the education of the child.

The great object of education is to learn how to live and how to make a living. Some have thought that we learn how to live in books alone. We do learn much about this problem there, but we learn equally as much from our social and economic environment. Others have held that the school is not a place to learn how to make a living, but modern society is looking to our great systems of public education to make the youth of the land efficient and self-supporting. The schools have been the agencies for the accomplishment of all that is best in our advancing civilization in the past, and I do not doubt that they will meet and solve all the new problems that confront them.

The modern public school will utilize all that is best in the traditional course of study, and adapt it to the life and needs of a new age. It will take in many fields of training that have not heretofore been used in the work of education. Play as an element in the training of the young must be given a more prominent place in public education. We are just awaking to the fact that the conversation, the suggestions, and all the varied stimuli of the playground are as potent in the development of the child as is the more formal training of the school room under the direction and restraint of the teacher. The agents of public education are beginning to feel that they must not only have the whole child in school, but that they must have some say as to the life of the child outside of the school. We are marching up the hill and down again. If the uplifting influence of the school on the life of the child is neutralized or counteracted in the play periods on the corner lot, or in the back alleys, and in the demoralizing idleness, and in the wild and unrestrained conduct of a summer vacation, the time is not far distant when it will be felt that it is just as much the duty of a community to provide playgrounds by public taxation, where the play periods of children may be under competent supervision the year round, as it now is to erect school houses in which children study books and become subject to the disciplinary training of the teacher. And why should it not be so? If the school is to train for social efficiency, it must teach children how to play together, how to organize and plan their games, how to co-operate in team work, how to give and take, how to win and lose, and to spurn whimpering and quarreling, for are not habits in regard to these things among the necessary qualifications for living in the thickly populated neighborhoods of our towns and cities? The most conspicuous mark of an educated man is the ability to live in peace and harmony with his neighbors. There should be athletic fields in all our towns and cities owned and controlled by the public school authorities, and supervised by an instructor who has a scientific conception of play as a means of training for the young. Athletics, as it is popularly understood, must become a constituent part of our school systems. It will no doubt need to be modified. Some of the

things practiced in the name of athletics must be abolished, but in other directions this work must be expanded so that it will include all forms of healthful outdoor activity. No school building is modern in its equipment unless it is provided with a play room or a gymnasium where children may have indoor opportunities for physical development. To be efficient and to have a fair chance in life, the boy must have a good pair of lungs, strong heart action, tough muscles, a healthy digestion, and a well-balanced nervous system. Our fathers developed these vital organs in the labor of clearing away the forests and building our towns and cities. The sons and grandsons must develop these organs on the playground, in the athletic field, and in the gymnasium. If we neglect to provide such means of physical culture, the men of another generation will be weaklings and fall an easy prey to the disease germs that swarm on every hand.

In the public schools of the future, physiological hygiene must be greatly extended and made to include not only a knowledge of the laws of personal health, but also of the laws of public health and sanitation. The youth of the future should have very clear notion about the sources of food supplies, the sanitary handling, transporting and storing of food stuffs: he should not be ignorant of the problem of water systems, and the best means of supplying town or city with pure water. He should know something about drainage and our modern sewerage systems, and the ways in which they can be best used to promote public health. He should be an intelligent soldier in the warfare against preventable diseases such as tuberculosis, typhoid fever, diphtheria and scarlet fever. He should be led to recognize the value of temperance from the standpoint of physical culture and development rather from the moralizing of temperance advocates. He should have such vivid conceptions of pure air and ventilation as a means of good health that no community will tolerate anything that vitiates the air we breathe, and ventilation will not only be attended to in our school buildings, but in our residences, churches, theaters, stores, office buildings, apartment houses, and every other indoor place where people are expected to breathe and live. Through some public educational agency, the parents of this country must be taught to give intelligent attention to the nursing, feeding and rearing of their children. Too many children die in infancy, and too many more grow up to be shipwrecks on the shores of life, or physical derelicts on life's sea. Much of this could be prevented by giving needed care and attention to the babies for the first three years of their lives. The treatment of physical and mental defectives in our schools will in time be followed by an investigation of their primary causes. When these causes are found, the public will not only provide for the unfortunately born and reared, but it will not hesitate to adopt such means as will prevent the recurrence of physical and mental deformities. When the people have fully grasped the meaning of social efficiency as the object of education, the way will be clear.

One of the most thought provoking facts that can often be observed is that very often men who were ranked failures in school by their teachers,

or even men who have had little training in the schools, attain marked success in the practical affairs of life, while there are many college graduates whose teachers thought them to be brilliant and full of promise who are dismal failures in the presence of the practical situations of life. It is an incontrovertible fact that the value of an education in the scientific, commercial and professional world is finally determined by executive power. Knowledge commands attention and some measure of respect, but these are soon lost if the possessor is not able to do something with efficiency and success. Dr. Henry Van Dyke gives us a fine illustration of this point in the story of the young woman at Newport, who with much self-confidence invited a party of friends to come on her sailing vessel for a ride in the bay. When asked if she were able to direct the boat and manipulate the sails, she was positive in her assurance that she could. After the party had sailed as long as they wished, the young woman adjusted the sails and directed the vessel toward the shore, but to her amazement and dismay, after repeated efforts, she was not able to make a landing, and was compelled to give a signal of alarm and call for assistance. The world is glad to receive men and women who have the self-confidence and the courage to launch their vessels, but the final test after all is the ability to make a landing, the tact and the ability to get to some definite place, or to accomplish some fixed purpose. It is true that even the cold, practical world of today is always willing to give audience to the man who knows, but in the language of the shop, the supreme test of that knowledge is in the ability of its possessor to "deliver the goods." For many years we justified the teaching of much useless stuff in our schools on the grounds that the mental and disciplinary training developed in the pursuit of such studies was an end sufficient in itself. We honestly believed that the intellectual ability to translate Latin or to solve problems in quadratic equations was a mental asset that might be turned to any account. It is not yet settled as to whether mental training is a myth, but it is settled beyond any reasonable doubt that whatever vocation a boy is going to follow, his chances of success will be much better if he has some specific preparation for that vocation. Social efficiency, therefore, demands that the school shall give its charges some direct and special preparation and training for the vocations of life. Now this does not mean that all, or any considerable part, of what we have been teaching in the schools is useless, or to be condemned. Our public courses of study are in the main a response to what the people feel to be their needs. Reading and writing are absolutely essential to any vocation. There are few vocations in which some knowledge of arithmetic is not necessary. There is no calling in which at least an elementary mastery of language as a means of communication is not a condition of success.

The modern school needs first of all to adjust and relate the existing course of study to the life and needs of those who take it, strengthening those parts that are the basis of all vocations and professions, and eliminating such parts as serve no definite end beyond their own accomplish-

ment, and then let it be enriched by the addition of such things as will provide a more specific training for the multiplied vocations of modern life. Constructive work of all kinds—manual training, drawing, gardening, cooking and sewing, pottery, textile work are some of the things that should find a place in the elementary school, depending upon the locality. Trade schools, continuation schools, schools of commerce, technical high schools, agricultural high schools will appear in all communities where there is a need for vocational training. And is not the work indicated here important from the standpoint of education for social efficiency as any that can be attempted?

Efficiency in the American sense implies a certain patriotic spirit and characteristic courage. It is stated that an American workingman will accomplish much more in the same time than a laborer on the continent. This difference cannot be accounted for by a difference in potential physical force. It is a difference of spirit. No part of the public school system of this country should ever be so organized or conducted that the result of its training will be class distinctions or deadening of the American spirit. There should not be an inferior school for the future American mechanic and industrial worker, and a superior school for the future business and professional man. In this country education should dignify manual labor, and the worker in the factory, in the mine, or on the farm should be no less conscious of his sovereignty as an American citizen than the preacher in the pulpit, the lawyer at the bar, or the doctor in the hospital. Whatever may be the future calling of the boys and girls in our public schools, they should ever be taught the dignity, the opportunity, and the power of American citizenship.

Educational progress implies not only individual growth, but also social advancement. Races and nations must advance as a whole. The strength of a people will be measured by the universal standard of intelligence that prevails among them. The highest result in education for efficiency will be adaptability, fitness. The ability to master the situation, to control environment, and to make adverse conditions favorable has been called the power of common sense. This is the final test by which society determines the value of an educated man. The foundation of common sense is common consciousness. A man cannot be socially efficient until he is conscious that there are people and causes that he can serve. He cannot be a serviceable member of society until he is conscious of his relations to his fellow men, nor can he be an influential force until he is able to appreciate the feelings of the other fellow. There are many problems in this country to be solved from the standpoint of common sense. The relation of the laboring man to the capitalist, the care of the poor, and the abolition of poverty, the idle rich, and what a college president has recently called "the poverty stricken children of the rich," the social evil and the saloon, the housing of the dense population of our cities, the treatment and reform of the criminal classes, the improvement of factory and store conditions, and the ever present problem of household service are problems that only

can be met and solved on a basis of common sense. Shall we for a moment allow that public education in this country shall not have a direct and potential influence in the solution of problems that involve the very existence of society itself?

In conclusion, however reluctant some of us may be to confess it, education as a personal accomplishment, as a polished ornament, as a mere end in itself is passing. It is a tradition that strikes no responsive chords in modern life. There was a time when the educated man and the man of learning were exclusive, and refrained from participation in active affairs, but this is no longer so. Educated men are not only preaching, practicing law and medicine, teaching and writing books, but they are building bridges, operating coal mines, running factories, managing railroads, working in the shops, farming, stock-raising, directing municipal improvements and reforms and participating actively in politics. Educated women, not to be outdone by their brothers, are making use of their knowledge; and they are successfully engaged in nearly every professional and business occupation in the country. It was never so true as now in all the relations of life, that the educated man is the socially efficient man. He gets immense joy out of life and living, not on account of what he is able to extract from his material and social environment, but because he contributes his best efforts to the betterment of the conditions of human living and the increase of the sum of human happiness. Any other ideal is unworthy of the sincerely educated man or woman. Horace Mann, the great apostle of public education in this country, urged upon the educated men and women of his day that they should be ashamed to die without rendering some service to humanity. In education for social efficiency, we, of the twentieth century, make the beautiful sentiment of Horace Mann our educational ideal.

The Ionic Quartette then sang "Seeing Things at Night" and gave as an encore "Uncle Dan."

Miss Richmond said: "Our next speaker for the evening is the Honorable W. T. Warburton, of the Elkton Bar. Mr. Warburton is closely identified with the financial interests of Maryland, but more deeply interested and more celebrated in law. A man who was so much honored by his community as to be nominated for the position of Judge. A man respected by every member, by every citizen of Cecil County. I take great pleasure in introducing to you the Honorable W. T. Warburton."

#### THE HONORABLE W. T. WARBURTON'S ADDRESS.

*Members of the State Teachers' Association, Ladies and Gentlemen:*

The germs of patriotism are found in the love a man has for the home which he inhabits, for the soil he tills, for the trees that give him shade. I am a Marylander and I am proud of it. I am proud of this old commonwealth, her history and her tradition. I was born and have lived my life thus far in the county bearing the name of Cecil, in honor of Cecilius

Calvert, who obtained the charter from King Charles I. I am proud of the fact that the very flower of English manhood and womanhood was represented in the colonists that settled in this State; and from its loins have descended a population of which we feel justly proud, and these descendants—not only in our own State, but in every State of our Union—have distinguished themselves and shed lustre upon every ancestor in every field of human endeavor.

This old commonwealth has given to the world men illustrious in war, in statesmanship, in art, in science, in all the learned professions; but above all else she has blessed the world by her contribution of beautiful women, who in the past have been loving and devoted wives and mothers. And her contribution of womanhood in the future will not only bless the State, but the nation.

In coming across the State today, as I gazed from the car window upon the peaceful happy homes, built upon every hillside and nestling in every valley, of an intelligent, patriotic God-fearing people, my pride in the old State was increased, and my hopes for her future were quickened and intensified.

Addressing a body of students a few days ago in an academy in our city, I recited a poem which I advised the students to commit to memory in their youth, and to continue reciting it through all their coming years. I believe that by so doing, they would get an inspiration that would quicken and intensify their love for the home and for the State, and I am going to recite that poem tonight. I am going to ask the teachers of Maryland to have their pupils commit that poem to memory—when so many drift away from home to their own disadvantage as well as to the detriment of the State, I think the sentiment contained in that poem will have a good effect upon the rising generation. It is a poem written by James Montgomery—it is very easily obtained and appears very often in the text-books :

"There is a land, of every land the pride,  
Beloved by Heaven, o'er all the world beside;  
Where brighter suns dispense serener light,  
And milder moons emparadise the night;  
A land of beauty, virtue, valor, truth,  
Time-tutored age and love-exalted youth;  
The wandering mariner, whose eye explores,  
The wealthiest isles on most enchanting shores,  
Views not a realm so bountiful and fair,  
Nor breathes the spirit of a purer air;  
In every clime the magnet of his soul,  
Touched by remembrance trembles to that pole;  
For in that land of Heaven's peculiar grace,  
The heritage of nature's noblest race  
There is a spot of earth supremely blest,

A dearer, sweeter spot than all the rest,  
Where man, creation's tyrant, casts aside  
His sword and sceptre, pageantry and pride,  
While in his softened looks, benignly blend  
The sire, the son, the husband, brother, friend;  
Here woman reigns, the mother, daughter, wife,  
Strews with fresh flowers the narrow ways of life;  
In the clear heaven of her delightful eye,  
An angel-guard of loves and graces lie  
Around her knees, domestic duties meet,  
And fireside pleasures gambol at her feet;  
Where shall that land, that spot of earth be found,  
Art thou a man? a patriot?—look around  
O, thou shalt find, howe'er thy footsteps rove  
That land thy country, and that spot thy home!"

In addressing the Teachers' Institute in my county in October last, I offered some suggestions or thoughts to the teachers present that I considered were thoughts that would not be suggested to the children by anything found in the text-book, and I am going to repeat some of those suggestions here tonight, and I will say to the Cecil County teachers who are present it may be a twice-told tale, yet I feel they are worthy to be stated and will do good in any part of our State, in every part of the State, as I said there.

I believe that the primary, or what is popularly known as the public schools, should be presided over and the children taught by women, and that opinion has been formed both from my own experiences as a pupil in the school as well as from my observation upon that subject since attaining manhood. If there is any creature out of Heaven or on earth who can teach a child what the love of God is, it is the mother. Her sufferings precede the existence of the child. If it is sick, she is the nurse; if it suffers, she suffers yet more; for this she gives up all her natural liberty. She accounts no assembly so full of pleasure and no place on earth so sweet to her as by the side of the cradle or with the babe in her lap. For this she suffers; for this she gives her energy, and as it grows up step by step she feeds it and becomes its knowledge and its righteousness, its justice and its sanctification. And when the father often has lost out of his ear the sound of the funeral bell when the child has gone, the mother will hear it toll to the end of her life. Of when misled or over-tempted, the child in ascending years breaks away from family influence and goes down step by step into disgrace and misery, the child sends back word, "Oh mother, may I come home to die?" There is no word of reproach. The one word that rings out as true as the blast of the angel's trumpet is, "Oh my child, come home." And the mother's knee to the returning prodigal is the most sacred place in the universe, and by reason of that undying love and devotion, I feel and I know that

the care and instruction of our children in the primary schools cannot be entrusted to safer and to better hands than to you—future mothers of the race.

Where Shakespeare has said, "Oh, frailty, thy name is woman," let me change it in token of the love I have for the memory of my dear old mother, who rocked me in the cradle of childhood and sung into my infant ears the sweet lullaby of a mother's love; let me change it in token of the love I have for my wife, who with me shares life's joys and bears its disappointments and sorrows; let me change it in token of the love I have for my daughter, who has gone where beyond these voices there is peace; let me change it in token of my high regard for the character of woman, "Frailty, thy name is no longer woman, but love, fidelity, and truth—ye are woman's names."

In addressing you this evening I shall not be so presumptuous as to lecture you upon your duties as teachers, that from me would be out of time and out of place, but I shall offer some suggestions or thoughts to you, that if you consider worthy you may instill into the minds of the future men and women whom you have in charge as pupils in our public schools. Thoughts that will not be suggested to them by anything found in the "text-book."

This great republic of the Western world which we call the United States of America carries the hopes of the human race, the fate of humanity is in our hands. That pleading voice, sounding through the ages, which has so often spoken to deaf ears, is lifted up to us, and how shall we make answer? It all depends upon the future training of the men and women of this country. Now, there are some children in attendance upon the public schools in the State who have been denied unfortunately attendance upon the most important of all schools—the Sabbath school; and while I recognize as a lawyer and a citizen that the church and State must be kept separate as far as legislation and civil government is concerned, yet I wish to say in the presence of this intelligent audience tonight that the Sabbath schools and the influence emanating therefrom have exceeded all other public schools in the upbuilding of that citizenship which has been the bulwark of our liberty and the palladium of our freedom. The great truths there taught and the impressions there formed follow men through all the vicissitudes and trials of life, giving to them moral fiber and quickened conscience, enabling them to measure their conduct in conformity with the precepts of our pure and holy religion.

There are people in this world, and there are some in this country, and some few in this State, who pretend to despise these high and lofty sentiments, the influence of which tends to the moral uplift of humanity, and I sincerely trust that that class of people have no reception or following among the teachers of Maryland. It has been said that this is a hard, calculating age, that selfishness grows apace under the powerful stimulus of growing confidence, that genuine human sympathy is in a state of decadence, that the human heart has grown callous and forgetful of want

and suffering. That possession of great wealth sears the conscience of those who possess it, and that the finer attributes of true manhood are lost and shriveled up and swallowed up in an absorbing greed. Such assertions I assert are false. While this is an age of great prosperity and great fortunes which will be gathered and garnered, the age is noted for its philanthropy. Travel where you will—north, south, east, west—and you will behold with amazement the great gifts of wealth dedicated to the cause of religion, science, or learning, suffering humanity, the poor, the lame, the blind, the widow, the orphan, the helpless and the hopeless. Men who have devoted their life's energies to successful business pursuits have paid out of their coffers millions of dollars to aid every worthy cause. These wealthy benefactions at the hands of wealthy men have greatly aided our national life and made us as a people great and strong, not for aggression and quarrelsome ness, but for the peace of the world, giving us the glorious prerogative of leading other nations to juster law, to sincere fellowship, to civil liberty, and to universal brotherhood. May you, the teachers of Maryland, impress that truth upon the minds of the children.

There is, however, another side of this picture. We are told upon the high authority of the old Bible that the love of money is the root of all evil. It is the thirst of every immortal nature to rend the rock for scattered treasures and to pursue the path for fame; but this is human pride. Teach the children that there is a gentler element, and that they may breathe it with a calm unruffled soul and drink its living waters only if their hearts are pure. Teach them that this secret and this confidence are found in the book of nature. It is to have the attentive and believing faculties, to go abroad rejoicing in the joy and beauty of nature, to love the voice of water and the sheen of silver fountains leaping to the sea, to be glad in God's sunshine, reverent in the storm, to see beauty in the budding leaf and find quiet beneath the whispering trees. It is to see and hear and breathe the existence of God. Teach wisdom in the natural world. Teach them to love virtue for itself, all nature for its breathing evidence. Take them abroad upon the paths of nature and teach them the beauty of the world, and build an altar to the God of all nature.

There is a class of moral and most respectable people who pay with absolute punctuality all the debts that can be collected from them by law, but do not recognize with equal right the obligation of any other. They think they have done all that is necessary for them to do for education and charity when they have paid the taxes levied for the support of schools and almhouses.

Teach the children that if every man looked upon his neighbor as his brother and loved him as himself, charity would fill the world and every life would become an institution of beneficence. Teach them to search the annals of history to find who have blest and honored the race, go through the works of service and of private toil, go round the circles of domestic love and happiness—everywhere you will find the secret why one man is

loved more than another. The secret of man's permanent influence for others is their power of withdrawing themselves from self, to bestow heart and soul upon some other living creature or place or country or all the creatures of God.

Self-sacrifice in all its shapes is made up of it. Patriotism would be nothing without it. Teach the children that to live the life of painful and painstaking acquisition while climbing from early destitution to the heights of the highest desire. One fights his temptations like the gladiator of old, but beyond this is the scene which has made the amphithéâtre tumultuous. There is the shout for the moment to be lost in the common noise. So long as men shall wrestle in the same arena and other men look on, it will nerve the wrestlers to win the fight. Impress that truth upon the children.

While there is another class of people in this world, and a few in this State, who hinder and retard the movements of almost every worthy enterprise. Now that class is made up of men and women who have accomplished nothing, and whose lives are made useless and miserable by envy and jealousy and malice for the men and women who are keeping step with the progress of the age. The first thing to teach the child is to applaud-worth wherever found. Welcome every noble act and aspiration, to distinguish between worthy and exalted motives and base and sordid ones, to separate themselves from the loafer and the lounger and to keep company with men and women whose goal of today is the starting point of tomorrow. No man and woman with narrowness of soul can ever rise to a point of usefulness and secure a place in public esteem. If envy and jealousy and malice were banished from human homes, we would get a free taste of Heaven while yet upon earth. Teach the children that.

There are some few women in Maryland who have gone over to the suffragettes. For the sake of the women of the home, teach the girls under your care that they are not called upon to mingle in the turmoil of public life; but that they are to guard the fireside duties for the safety of the republic, so that in after ages the eye of the world shall marvel at the dazzling destinies of this republic, culminating in splendor and triumph. Teach them that it is not the glory of industry, commerce, or romance, but the light which the matrons of a nation shed around its path. Teach the children the importance of life in the country to themselves and to the State. The cultivation of the earth is the only trade which God ever meant any man to exercise, and it seems to have been a part of the divine economy to surround it with beauty. The human organization is fitted for the country and not for the town. The human eye is so formed that it rests with pleasure upon green and blue—who can indeed endure any other color half so long a time without injury? Our sense of sight is never so delighted, because never employed in a manner so congenial to it, as when we look upward into the blue heaven or abroad upon the green earth. When man was first placed, he was placed in a garden, of vast extent and magnificence, beautified with flowers and filled with fruit, hill

and dale and fountain, shady walk and sunny slope, rich fields and fertile meadows, with four great rivers running through them. They formed a landscape such as no eye has ever seen since the fall. It was here that heaven and all the happy constellations shed their influence upon the marriage of our first parents. Imagination has never painted a scene of perfect happiness without sympathetic surroundings. The Elysian fields of the Greek mythology, the Paradise of the Mohammedans are rich examples and beautiful types of that better country to which he would go when his journeys over the wanderings of life were over; and many a Christian, when his soul recoiled at the dark waters of death, has found his faith greatly revived by the consciousness of sweet peace beyond.

Teach the children the importance of agriculture to this nation. Teach them the importance of country life. Teach them that it is more poetical in the country than it is among bricks and chimneys, and it will have a good effect.

Now there is another class, and I am afraid the numbers are increasing, who scoff and jeer at the doctrines of the Christian religion. If we were to rely upon human agencies alone to carry this great nation forward to its highest ideals of civilization, we would fail utterly; and as I said a moment ago while as a lawyer and a citizen I recognize that church and State must be kept separately, yet we must rely upon divine aid, because human agencies will not do. We must rely upon divine aid. Teach the children that science hath revealed no better faith nor has knowledge made a better and wiser book than the one old Bible, formed with hands long since still, watered by the tears of eyes long since closed, holding the simple annals of family, of heart, and of conscience, and of home. The Pilgrims of old an example have given of matchless resignation, devotion, and life which shines like a star in the blue vault of heaven, a beacon light hung from the mansions above:

In church or cathedral we feel in our prayer,  
For temple and chapel were valley and hill,  
But God is the same in the aisle or the air  
And He is the rock that we lean upon still.

Miss Richmond: When I introduce the Honorable W. T. Warburton again, I shall not only say what I said of him before, but I shall say that he is one coming to us laden with messages from the Great Teacher of good cheer and hopeful inspiration to do that which is right.

We have another paper on the program by Dr. D. B. Purinton, President of West Virginia State University. Dr. Purinton is not with us, but we have a message from him; but the hour is rather late and you have listened so beautifully that we are not going to tire you with any messages that need not be given, and besides we would like those beautiful words of Mr. Warburton to linger with you. So after a recitation by Prof. Charles T. Wright and by Miss Chambers, you may consider yourselves dismissed until Friday morning, when I hope you will be prompt in your attendance.

Mr. Wright delivered a recitation entitled "How Rubenstein Played." Then Miss Ernestine Chambers, of the Ionic Lady Quartette, recited "Mrs. Newly Wed's First Visit to the Butcher."

Miss Richmond then declared the Association adjourned until 9.15 Friday morning.

Respectfully submitted,

HUGH W. CALDWELL,

*Recording Secretary.*

#### FRIDAY MORNING, JULY 2.

The Friday morning session of the Association came to order at 9.15 A. M., with Miss Richmond presiding.

The minutes of the previous session were then read, and, there being no objections, were approved.

Prof. John T. White, County Superintendent of Frederick County, gave an address on "Opening Exercises."

#### OPENING EXERCISES.

*Miss Richmond, Ladies and Gentlemen:*

If I were called upon to name the most important study embraced within the limits of a public school curriculum and one that would receive the unqualified approval of the teaching profession, I would acknowledge my inability to answer; but if I were called upon to name a part of the public school program at which time the teacher is enabled to give to his pupils the most interesting and lasting instruction, I would write in characters imperishable—the period set aside for "Opening Exercises."

To that true, earnest, conscientious teacher an opportunity is here given to sow the precious seed that will produce a grand and glorious harvest in future years. From this vast and inexhaustible store house, the alert and wide-awake teacher is enabled to give much that will have a tendency to instruct, to uplift, to enoble, to refine. Here mind is brought in closer contact with mind and heart with heart; and as members of one common family we can live and labor in an atmosphere where one and all may look to the best and highest interests of school and community. The teacher who feels not the greatness of his opportunity, of his calling, falls short of his true mission to the profession of teaching, and comes in for a good share of criticism, if not absolute censure. He may cause his pupils to prepare text-book work assigned them, through fear of punishment or through a certain kind of dreary dutifulness, but he will not make of them large-hearted men, with great breadth of mental grasp and vision, men of strong worth of character. The teaching which fails in

this, fails in its most important work. Far rather would I see a boy growing up in ignorance than be made wise without being made a trustful God-fearing man, with strength of character. Who should propose to make the teaching of boys the work of his life, should lay this to his heart. He is bound first of all to make them good and sound and true men, and after that wise men.

In our struggle after truth and wisdom, let us not forget the knowledge of higher power. Education is not true education unless it recognizes a reverence in everything or the power of influence of an all wise Creator. The astronomer, as he directs his telescope toward the starry heaven, now and then makes new discoveries, but is forced to admit to you that one star alone is as powerful in its influence today as when it shed its lustre on the plains of Bethlehem. The scientist as he pursues his investigation in the vast fields of nature finds no flower more beautiful than the Rose of Sharon or the Lily of the Valley. Train your faith and see the grand and glorious lessons of creation as written by the finger of God, who fills stream and mountain and the heart of the worshiper warm with gratitude inexpressible. Teach implicit confidence in the great plan of salvation as revealed to us in the Book of Books, for it is founded on the Rock of Ages.

In one of our great museums are found stone slabs with the marks of rain that fell upon them thousands of years ago, and by their side the footprints of some wild bird or beast across the beach in those far-off times. The passing shower and the light foot left their prints on the sands, which in the course of time hardened into stone. There the prints remain and there they will remain forever.

Friends, you and I are now making impressions upon the minds and hearts of our pupils that will remain with them forever. God grant that these impressions may be of the sweetest and purest character. God grant that the public schools of Maryland may throw around our boys and girls the safe-guards that will result in making them men and women, who will in deed and in truth become mentally and morally and physically great. Then will its mission have been harmoniously and satisfactorily fulfilled.

One day an old man visited the architect of a building, in course of construction, to ask for work. Leading him to an obscure corner of the tower and pointing to a huge stone in the wall, he asked him to carve upon it a face. Silently, the old man labored at his task until it was completed. Imagine the architect's surprise when he beheld that exquisite portrait of the Christ. Visitors today eagerly climb the stairway of the tower to gaze upon the face which the old man in his obscurity carved there.

Coworkers in the cause of education, we are carving not upon granite or marble, but upon immortal souls. If the divine architect calls for the work of our hands, may we be found standing ready and waiting with the fresh product in all its beauty, in all its purity, in all its loveliness.

May there float upon our ears music sweeter than the strains of the Aeolian harp. May we hear these cheering words, "Well done, thou good and faithful servant."

The Ionic Lady Quartette then sang "Fairy Maiden," and gave an encore, "Doan you cry, ma honey."

The President then stated that inasmuch as the members of the Auditing Committee who were appointed on Thursday were compelled to leave Mountain Lake Park quite early, Messrs. Hill, Smith and White would please audit the accounts and have their reports ready in due time.

Miss Richmond: The next thing on the program will be the announcements. The Secretary will please read them."

The Secretary then made the following announcements:

The first announcement is that we have 566 members enrolled in this Association. (Applause.)

Mr. Browning in extending the invitation to us at Ocean City last year to come to Mountain Lake Park promised to meet us with 200 teachers. Mr. Browning has done more than he promised. Yesterday he gave me a check for 104 teachers of Garrett County.

Miss Richmond then requested the following persons to come upon the platform: Mr. Sidney S. Handy, Miss C. Maude Brown, Mr. U. G. Palmer, Miss Ida P. Stabler, and Miss Lelia N. McCoy, and said: "The subject of the papers this morning is English in the Public Schools, High School Grades, Mr. Sidney S. Handy, leader. The first paper is by Mr. Handy, of Talbot County, his subject being 'Purpose and Aim of Presentation.' Mr. Handy is one of the most active and capable teachers of Talbot County."

#### PURPOSE AND AIM IN PRESENTATION.

*Madam President, Ladies and Gentlemen:*

The most remarkable thing about my paper is its brevity. I remember some time ago Mr. Twain, in giving an address to a ladies' seminary, said: "Young ladies, I want to say to you three things. first, don't smoke; second, don't drink to excess; third, don't marry to excess." My idea is don't read a paper to excess.

#### AIMS IN LITERATURE.

*Madam President, Ladies and Gentlemen:*

English is perhaps the most important subject in the curriculum. It has both a practical and a cultural value as the basis of effective expression. It is an essential to success in all branches of study. One must know how to interpret language, to get the thought from the printed page, even though the subject be science, history, or mathematics. In business and in the professions, proficiency in English is necessary. It makes too for

culture and for character as well, to a degree unequalled by any other subject. Therefore, it rightfully claims an important place in all our discussions.

High school English embraces grammar, rhetoric, composition and literature. Grammar gives us the laws governing forms and constructions, of words and sentences, and is an aid to correct expression. Rhetoric gives us the laws governing composition and aids in effective expression, either oral or written; while literature portrays and interprets life for us, develops our imagination, presents to us ideals, refines our tastes, and brings to our narrow lives the breath and finer spirit of universal truth and of infinite beauty.

In this brief paper, then, I wish to emphasize particularly aims in literature. I do this for two reasons; first, because in our new course of study much more work than heretofore is outlined in this branch; second, because of late from various sources have come criticisms, stating that too much time is being given to it.

In the light of the great value of literary study, and in consideration of the aim and purpose of presenting it, we do not feel that these criticisms are just. No doubt our pupils are deficient in English, but the cause must be looked for elsewhere and not in "too much literature." Possibly, our worthy critics place their standards too high.

Just what do they expect in English of one graduated from a high school? The emphasis seems to be upon ability to write correctly. We must remember that writing is an art, and a very difficult art at that. Indeed, note how few really good writers there are. But granted that this is one of the purposes of the English course, upon what can we base our writing more effectively than upon the vital problems suggested in literature.

Note the following questions in the English examinations set by some of our best colleges, and we can but see that this opinion is a prevalent one: the College Entrance Examination Board select one subject from each of the following groups, and write a composition of at least two pages in length: "A scene from Ivanhoe," in which one of the following characters is a principal figure: Robin Hood, Friar Tuck, Wamba, etc. Harvard—write carefully planned compositions on the following: "The good traits in Macbeth's character." Princeton—write on, "King Arthur as portrayed in the Idylls of the King." Yale—write on, "Jessica's escape from her father's house." Wellesley—write on, "What qualities do Lady Macbeth and Portia of Belmont have in common, and at what point do these characters diverge?"

These are sufficient to make the point clear, and to demonstrate that at least in the minds of our college teachers literature is an aid in correct and effective writing. One of the aims in presenting this subject then should be to suggest problems that will afford material for composition.

But there are other and more important aims. Appreciation in one word sums up several important ideas. To understand, to feel, and to

enjoy the message of the writer is another way of putting it. That we should enjoy the work is important, for literature appeals primarily to the emotions.

Last summer at Columbia as we were about to take up in the English class David Copperfield, one of the students said, "Oh, I never cared for that book. We studied it in the high school, and I became sick and tired of it." Now, if this is to be the result, it is a thousand times better not to take up the reading at all.

If the work is conducted properly, however, the pupil will enjoy it, and will not object to doing the assignments required, even though they will be difficult—that they should be related to life is the important thing.

Other aims mentioned by Carpenter, Baker and Scott in their most excellent book, "The Teaching of English," which, by the way, all teachers should have, are: first, wider knowledge of life; second, mental training; third, aesthetic pleasure, and fourth, the cultivation of the moral sense. All these are practical and are guiding principles in our selection of life-like problems to be worked out.

Particularly important is this idea of the portrayal of life. We all live, and life is always most interesting to us. What do we mean by this? Let me illustrate: Take the scene in Julius Cæsar between Brutus and Portia. What a picture of noble fidelity is here presented! It is just as true today as it was hundreds of years ago. Who can read it without a greater admiration for true womanhood and a keener appreciation of the relation of husband and wife?

In conclusion, I would make a plea for literature. It will add to our joys, diminish our sorrows, help us to appreciate more completely the beauties of this vast universe, and cause our hearts to beat more responsively and more harmoniously in tune with all God's creations. Amid the trials, vexations and sufferings of our daily lives, the calm, strong, sweet voices of the old masters speak out in no uncertain tones, *Hope on, live on, be brave, be true!* All will yet come out well!

Milton, whose voice was like the sounding sea, and who sang in wonderful bursts of melody of righteousness before a fallen world; Shakespeare, who with unfailing vision and with a master's hand, interpreted the secrets of the hearts of men; Tennyson, who sang majestically of faith, of love, and of immortality; Scott, who on the wings of the imagination, leads us into a new world of romance and of fancy—all teach us to live nobly, joyfully, grandly.

I plead then that we woo the gentle muse of literature. Friends, relatives and acquaintances will some time take their departure, but these—these immortal friends of mind, heart, and soul will remain with us even unto the end.

## MISS MAUDE BROWN'S PAPER.

## MY METHOD IN PRESENTING THE ENGLISH CLASSICS.

I shall try in this paper to present and to illustrate, in a practical way, my method in presenting the English classics.

The idea of a "threecold reading" of the text to be studied was suggested to me when I began to teach English in a preparatory school and it has since been the "groundwork" of my procedure. Of course, the different interpretations of the word "reading" and the various applications of the plan leave wide scope for the teacher's individuality.

It seems to be generally conceded that we comprehend anything by a *threecold* process. We first look at the thing as a whole; then we examine it in detail, noting its parts and their relations; and, finally, we again see the thing as a whole, composed of those related parts. The *first whole* is vague; the second, definite. The first reading then should give a general view of the text; the second reading, an analytic examination; and the third reading, or review, a comprehensive view. By way of illustration I have selected the novel by George Eliot—*Silas Marner*. I shall say nothing of the preparation, but begin with the presentation:

## SILAS MARNER.

I.—Chapter 1.—Twenty-four lessons of 30 minutes or 18 lessons of 40 minutes each. Aim or plan—to get the story outlined. Teacher reads in class—not so much for expressive reading as to get the pupils into "the spirit" of the selection.

- (a) Chapter Heading—Chapters such "units" that it is not difficult for pupils to give titles of all the chapters.
- (b) Outline of the Chapter—Topics.
- (c) Few Suggestion Questions—Characters may be studied from the beginning. Plot generally necessitated anticipation.
  - (1) Were you first attracted by an incident or a character?
  - (2) What is your first impression of Silas Marner?
  - (3) What peculiarities of Silas attracted the attention or the curiosity of the Raveloe people?
  - (4) What traits of character are shown in the manner in which Silas acted during his trouble at Lantern Yard?

(H. W.—Chapters 2 to 5, inclusive.)

II.—(a) Chapter headings. Topical outlines. Few questions to test the pupil's comprehension of the reading assigned.

- (b) Teacher read in class, Chapter VI.

Atmosphere; good dialogue, comic interlude between the more serious parts of the story.

III.—Chapters 7-10, inclusive.

IV.—Chapters 11-12, inclusive.

(a) Read in class Chapter 13.

Dramatic action.

V.—Chapters 13-16, inclusive.

VI.—Chapters 17-21, inclusive.

#### SECOND READING.

Aim—Careful reading and study.

Questions.

I.—Into how many parts is the narrative divided?

II.—On what basis does George Eliot make the division?

Part I.—One series of events—15 years after arrival in Raveloe.

Part II.—Events 16 years afterward.

III.—How much of Part I is introduction?

Chapters I and II as far as — This is the history of

IV.—What part of Part II may seem unnecessary to the story?

Chapters 21 and 22. Episode of Silas' visit to Lantern Yard and episode of Eppie's love and marriage.

V.—What might be said in justification of these chapters?

VI.—From the introduction we should get the who, when, where, or the time, place, atmosphere or spirit and the leading character or characters.

(1) Time. Note the allusions which fix the date of the first division of the story.

(2) Place. Raveloe—rather indefinite; middle section of England; generally level country.

(a) Lantern Yard also mentioned.

(b) In which place are you more interested?

(c) Why does the author begin "in the middle of things"—place Silas in Raveloe and then work backwards? Interest aroused at once—begins at the second great crisis in Silas' life.

(d) Atmosphere. Superstition and ignorance.

(3) Who. (a) Begin on first page and name all the characters in the introduction.

VII.—Characters in order of their appearance through the book—identify each. Names may be written on the board as given by pupils.

VIII.—Classify the characters, according to their importance in the story, into three groups: (a) Principal characters; (b) Characters that assist principal characters; (c) Those that vivify the setting. (1) Silas,

Eppie, Godfrey, Nancy. (2) Dunsey, Aaron, Dolly, William, Dane. (3) Mr. Macey, Sarah, Villagers generally.

- (b) Classify according to social standing.

Two groups: 1, Cass; 2, Silas.

IX.—Follow each of the characters through the book. Silas, Godfrey, etc.

Characteristics? Motives of characters? How is character portrayed?

- (a) Call attention to some of the character revealing episodes; earthenware pot; Godfrey and the Squire.

X.—Why is the story called *Silas Marner*? Chiefly concerned with him.

- (a) Any significance in the double title? Place of Silas' regeneration, change of environment.

(b) Any other thread in the plot.

XI.—Plot—Go over Chapters 1, 3, 4, 5, 12, 13, 18, 19. Select the events in sequence, noting the climax and turning point in the plot. Marner's adoption of the child; the death of Godfrey's wife and his decision to remain silent.

- (b) Plot in a few words. The character development of Silas and the history of Godfrey Cass.

XII.—Note some of the old proverbs and sayings.

Second Reading affords a good opportunity for theme work.

#### THIRD READING.

Aim: Review of the whole.

I.—When published? 1861.

II.—Sources of material? Was writing *Romola* when she came across the merest thought for *Silas Marner*—once having seen a weaver with a bag on his back. Raveloe—typical Warwickshire village.

III.—Author's purpose? To show the influence of individuals upon one another.

IV.—Moral or Ethical Import? Wrong is its own avenger—and love can work miracles.

V.—Motto.

"A child, more than all other gifts  
That earth can offer to declining man,  
Brings hope with it, and forward-looking thoughts."

VI.—Style.

- (a) Noteworthy description. Narration—moderately quick.
- (b) Pictures—Marner and his loom; tea table at Red House, etc.
- (c) Humor—subtle. Dolly's opinion of men; Uncle Kimble at cards.
- (d) Pathos—Broken earthenware pot.
- (e) Moral reflections of the author—Chapters 7, 8, etc.

## VII.—Review of Plot. Summary of Characters.

- (a) What is the chief interest of the novel—plot, character, or setting and manners?

Comparison with Vicar of Wakefield and Ivanhoe.

## VIII.—Place in Literature.

## IX.—Life of the Author.

Seem doubtful at this stage of the pupil's development.

## ANCIENT MARINER.

In direct contrast to the psychological novel, I shall briefly outline a lyrical ballad, The Rime of the Ancient Mariner, which is taught in our ninth grade. The treatment of a poem in the second year of the high school can not be what it is in the fourth year, but the method or plan, with modifications and adaptations to suit the judgment and feeling of the pupil, may be the "guiding principle" whether the poem be taught in the fifth, ninth or eleventh grade. The method:

- (a) The first synthesis or reading—teacher reads the poem; gives general questions on the whole.
- (b) The analysis or second reading—questions on the parts.
- (c) The second synthesis or reading—the poem represented as a whole.

Preparation: Talk a little about the poem before the reading—to induce the right attitude and mood in the children. Mention also the albatross and the superstition of the sailors in connection with the bird.

Significance of the title is explained.

I.—The first reading of the poem can be done at a single sitting. Teacher's aim is to give a sympathetic and expressive oral reading.

- (a) Pupils give outline of the parts of the narrative, noting each of the interruptions.
- (b) Questions on the narrative as a whole.
- (c) Read the prose commentary or *gloss* through once continuously, as a prose version of the story.
- (d) H. Work—Trace the path of the Mariner's ship from the time it left the home port until it returned.

## SECOND READING.

The Second Reading, with the assistance of the notes, is done in class.

- (a) Some detailed work on the story, the pictures and the language—noting sense impression of sound; contrasts; obsolete and archaic words; and figures of speech.

## Assignments for Home Work:

- (a) Stanzas or selections to be memorized.
- (b) Questions to be thought over at home.
- (c) The discussion of the questions afford topics for good theme-writing.

One very interesting set of themes was on "The Superstitions of the Sailors"—Their belief in the albatross—in signs of the weather—in spirits—in the assistance of saints.

(Omitted set of questions for fear of being tiresome.)

## THIRD READING.

## Aim—Complete Synthesis.

- (a) In order to study the musical quality of the poem and explain its beauty and variety, some part of the poem is read aloud.
- (b) Other points discussed: Author's purpose; the moral import or teaching of the poem; the supernatural setting or atmosphere; the style; and the place of the poem in the development of our literature.

## THE USE AND ABUSE OF ENGLISH GRAMMAR.

By Mr. U. G. Palmer.

I am more and more convinced as the years go by that one of the greatest ends in education is the training of pupils to think.

While of course there is the utilitarian aim in the acquisition of a considerable amount of knowledge the great bulk of it gained by school work is of very little value simply for the sake of the knowledge itself. Some one has expressed the thought that the success of mature manhood reveals not what the person *learned* in college, but what he has *forgotten* that he learned there—emphasizing the thought that we are to gain principles and truths by education which result in strength of intellect.

This ability to think marks the supremacy of man over other animals, *mind over instinct*.

The swallow which built her nest on the rafter of Noah's ark builds her nest the same today as she did 4,000 years ago; but the mind of man which built the ark has grown with the centuries and builds today a 15,000-ton battleship which defies the storms and the very elements themselves.

In the common school curriculum, next to arithmetic, for the training of the pupils' powers of thinking, stands the study of English grammar. In a general way, I believe that beyond the utilitarian aim to be sought in teaching grammar, viz., the use of correct language, we should class its teaching as abused when it does not result in greater strength of intellect. The problem for us to solve then is how much of what we call grammar

tends to the correct use of language, how much to strength of intellect, and how much is chaff?

To know in every detail any line of knowledge which has been classified and hence reduced to a science like grammar means intellectual strength. Mastery is strength. But that mastery and that strength fails of its greatest good if it ends there. It must give us the strength to master new and unexpected problems, to invade and conquer new and unknown worlds of thought and action.

Last year 314 applicants were examined for admission to the United States Military Academy at West Point. These young men were the flower of the land, representing every part of the Union. Of the seven subjects—all of which belong to the secondary schools—265 candidates or more than five-sixths failed to pass all with a grade of 66 per cent. or better. Ninety per cent. of them were educated in the public schools, and of the 135 who had attended college one or more years, 82 failed to enter. A very large percentage were deficient in language and grammar. This seems to prove that our teaching of grammar falls short of the desired end in the utilitarian aim. These young men were in school at just the time to get the benefit of the language lesson wave that swept over our land from one end to the other, the advocates of which denounced so emphatically the study of technical grammar. We can hardly claim that the study of language lessons causes any very great strength of intellect—their aim is largely utilitarian. It looks as if we could not rely entirely on language lessons if they fail to meet both requirements.

We all agree that one of the most essential elements of success in life's work is a practical knowledge of language—of the English language.

How shall we obtain it? There seems as yet to be no orthodox avenue open for the systematic study of grammar, and yet may not some other way be developed?

I have in my file a number of letters, perfect in spelling, punctuation, capitalization, diction, paragraphing, etc.—in fact, models of good English, written by a man who never studied grammar a day—a man who when 21 years of age could not write his name and yet who achieved the highest success in life. Born in poverty, he died two years ago, leaving an estate of one and one-half millions, earned in legitimate business. He built and maintained largely the church of his own belief in the little town in a neighboring State where he was born, lived and died. After his death it was learned that the amount he annually distributed in charity in his own town and neighborhood—unknown even to the members of the large family he reared—exceeded the income of any man in this country today. He was honored by his political party with a nomination for Congress on several occasions and it was generally conceded had he belonged to the dominant party, the honors of the highest office in the gift of the Keystone State would have been conferred upon him. His life was a success. He had a broad and liberal education, gathered from the press and from contact with men. If a few can master our language without grammar,

may we not be able to find some general way that all may do so? No one questions the proposition that the thorough study of English grammar means intellectual strength and leads us to think systematically and logically, and it pleases me that the pendulum is swinging back again to old-time grammar, the kind we get only by good, old-fashioned work. If it does sometimes seem to fail from the utilitarian standpoint, it never fails to make thinkers of those who master it.

The presidents of Harvard and Princeton in recent utterances bemoan the decline of intellectual strength in their institutions and would have us think that the East is becoming effete. Dr. Schurman, of Cornell, brands the idea as local and as a natural result of their literary courses and the class of students the prestige of their age and standing brings to them. But the President of Harvard says, and it seems so wisely too, "While in college, the primary object is intellectual power, and a knowledge of facts or principles is the material on which the mind can exercise its force rather than an end in itself." Mark, he says, "The primary object is intellectual power" and further that "the knowledge of facts is simply a means and not an end." The same is as true in the high school as in the college. We are beginning to enforce this doctrine in Garrett—although I realize it is dangerous ground on which to tread today, viz., if we train pupils to think and think correctly, all other problems will take care of themselves. If this, our great aim in all the upper grades, is kept clearly in view, it not only solves the question of intellectual strength, but all questions of physical, moral and religious education will take care of themselves absolutely.

I leave this question just where I received it, unsolved, and frankly state my test of the use and abuse of every department of every subject. Is it utilitarian? Does it train our pupils to right thinking? If not, stamp it with disapproval.

"Think for thyself, one good thought known to be thine own  
Is better than a thousand gleaned from fields by others sown."

#### DEVELOPMENT OF POWER IN THE USE AND APPRECIATION OF GOOD ENGLISH.

By Miss Ida P. Stabler.

So accustomed are we to hearing the English teacher urging more attention in the course of study to the work of her particular department, that I fear we have begun to look upon this concern of hers as somewhat chronic and her arguments as somewhat stereotyped. If this is so, it is deserving of criticism, and it behooves all teachers of English to consider carefully before making any requests what it is they want to accomplish and how they are going to do it.

In the development of the ability to use good English, we are mainly concerned with the study of English as a tool of expression. In the

development of the appreciation of good English, our aim is pleasure or rather a development of ideals. In other words, our first aim is the expression of our own thoughts; the second, the comprehension of another's thought. It is from the standpoint of these two aims I am to treat the subject, so I shall touch other aims only to emphasize these. To just what extent the study of English as a science, such as grammar and philology, or as history can aid in this development is an open question. Nevertheless, there is a standard of good use governed to some extent by certain rules, and there is a history of our language, a knowledge of which helps us in the understanding of those rules. The study of good use both by example and precept is the work of the high school, but historical study is hardly practical, as it involves a library equipment seldom within the reach of high school students. We shall now come back to the aims in our subject, good use and appreciation, and what the high school can do for the pupils' development along these lines.

The agitation that has existed for several years concerning the inefficiency of the English teaching is very real to us who are interested in the work. When we realize that of the number of young men and women taking a certain College Entrance Board Examination, fewer than 43 per cent. attained an average of 60 per cent.; when we hear men in the business world complain that the average high school graduate cannot put a letter in proper form; when county superintendents receiving every day from high school graduates applications for positions can point to the English of these letters as unmistakably and inexpressibly bad, it is time our English department should sit up and take notice. The blame is largely ours.

Yes, there we find the trouble. Yet there are other shoulders that must take their share of the burden.

The boys and girls that come to us in the kindergarten, or at the earliest in the primary grades, come with certain acquired vocabularies and with certain characteristics of speech. These are theirs by imitation. To the extent that they have had worthy models, their English will be good; but the chances are that it is poor, and what is still more likely and still more lamentable, the chances are that it will remain poor, and whatever natural expressional ability they may have, will be crushed. I would plead with you teachers in the primary and intermediate grades to make the work simple, drill in spelling, essential points in grammatical construction, simple work in composition, over and over, by reasonable repetition; and you will send to us, and we shall send on to college more natural and more proficient pupils. The problem is great; the pre-scholastic training, the ever present influence of home and street are against you, but your work is not for your grades alone; keep us in mind and help us.

Unquestionably, too, the college must share the blame. It is our duty to consider the subsequent as well as the earlier training, but the colleges make our work difficult by attempting reform from the top downward—from the college back to the primary; at the same time requiring us to

plan all our English work with especial regard to what is required for college entrance. This is an excellent and a necessary part of a systematic course of English training and the entrance requirements as stated are reasonable, but do not take them too seriously, remember the aim-power to use and appreciate, and avoid detail in non-essentials.

Thirdly, our overcrowded curriculum has forced the teaching into the hands of specialists, and English which is after all expression and should be a part of every study is looked upon as being the especial charge of only the English department. This is a mistake. There should be a pre-arranged program operative between the English teacher, who should herself be a specialist, and the teachers of the other departments, and the principles taught in the composition class may become the means of obtaining more forceful work elsewhere.

Let us now consider whether or not there is any fault nearer home. These other conditions exist outside ourselves and to some extent are uncontrollable, nevertheless they are factors that influence our work and we should understand them.

The first consideration in the development of the use and appreciation of any study is the teacher. For this work she must possess a special aptitude, she must know and use good English and, to this aptitude, must be added training. The trained teacher is alert to new theories, but is able to distinguish those based on educational principles from those which are merely fads. I do not believe better work in English can be done until we recognize specialists in this work—until we recognize that the resources of a trained teacher make her infinitely more valuable than an untrained one—and until those trained teachers look upon the teaching of English in the high school as the most important opportunity that has ever come to them.

The second consideration is the place of English in the curriculum. That there can be a definite course of instruction in one's mother tongue is now recognized by most educators. This is a great gain, but it is also necessary for them to recognize that the English course should be based upon the English language, not upon Latin or Greek. English must hold a place second to no other language, and good work in that department must receive as high credit as that in any other course.

In the third place, to develop pupils in this department, the classes must be small, and the teacher should teach fewer periods than are assigned to others. Success depends largely upon individual instruction, and the teacher's personality counts for a large part in the work. She must be alive and full of enthusiasm, for is her work not largely a work of inspiration? If this is lacking what can she do? Only what her untrained assistant can do, correct spelling and punctuation. I would make a plea then for individual instruction; whether it be a misspelled word, a mistake in paragraphing, a poorly arranged sentence, a misused word, wherever the fault may lie, we need to meet that pupil, paper in hand, and consider with him and with him alone whereby he might improve

his work. What can be done for him toward arousing his thought, toward putting soul into his work, that cannot be measured, it cannot be put down in "per cents." It is a spiritual process, and its growth depends entirely upon the personal relationship between that pupil and his teacher, upon the appeal the teacher can make to the consciousness of the pupil.

We come now to a few hints on method. We shall probably need to continue to use special devices with pupils all through the high school; spelling, punctuation, penmanship, arrangement, must all receive our attention. We must insist upon technical accuracy; and drill, drill, drill, in writing and rewriting sentences, paragraphs and short compositions. I do not mean to advise a great amount of writing, for I believe much of our careless work comes from unwise, I might say, impossible assignments; but writing, like every thing else worth while, requires practice. We are all acquainted with the pupil who knows, but cannot express; he does exist and I believe he is not an unusual type. Our expression is often far behind our thought; what would we not give sometimes to be able to express what we think and feel, but because of our poor vocabulary and our hesitating manner, we cannot make ourselves understood. Strive to increase the pupil's vocabulary. The linguistic range of the average high school pupil is absurdly narrow and we should endeavor to have him do consciously now what he has hitherto done unconsciously and ineffectively—increase that range. We have so much to talk about, we feel so much, why let our power of expression remain poor. Suppose we encourage our pupil to adopt one or two new words a week, what a rich variety he would soon possess.

Some teachers say, develop thought, expression will take care of itself. I cannot deny there is wisdom in this advice; but personally I believe our greater thoughts grow from the expression of our simpler thoughts, and to insist upon our pupils finding new words to express thoughts already their own is a practical step. Expression of some kind is absolutely necessary to every individual. The better that expression, the more efficient the individual. It is a mistake to suppose the use of good English necessary to only professional writers. The truth is that any man or woman who hopes to make his or her way must be able to speak and to write fairly good English. The man who can express himself has a decided advantage over the man who cannot. Students of science and technique have constant need in exposition. Engineers will be called upon to submit plans to city officials, and even the least of us may have to appear before that august body, known as the school board. To talk well may prove our lever, and the heavy body otherwise immovable may yield—a little—at least enough to give us some encouragement. To be "well-spoken" is a valuable asset in any walk of life. A pleasant voice, an easy delivery, a clear enunciation, a correct and cultivated pronunciation, and a comprehensive, individual vocabulary is an enviable equipment, and will prove a power in the social and personal life of any individual.

This valuable acquisition comes to our pupils, as I said before, through practice—first in oral expression, then in writing. The basis of all expression is oral. We desire in what we are about to say or to write to gain the ear. We always want to know just how a thing sounds. This work is neglected in both the grammar and high school grades and conversation which is the most important kind of composition is almost wholly overlooked. Our allowing short, scrappy answers to questions in the classes of any department is responsible for much of our poor work. Scrappy answers to questions beget scrappy thinking and the charm of a clear comprehensive explanation is lost. The pupil may be taught to converse on the simplest subjects and do it well. The value of conversation depends upon the character of it, the subject may be light, but what is said on it, may be said well. There is an inevitable difference between the privilege of the speaker and of the writer. The speaker may allow himself a limited use of colloquialisms, but the writer may employ only such forms as are unquestionably sanctioned by good use. In a living language such as ours the supreme test of good use is, what is the usage of those who speak it and write it best. It is not necessarily correctness, there is a correctness, a "school-marm" style that destroys such a thing as courageous expression. This must be avoided, and here oral expression affords us an excellent opportunity. There is not so much occasion to repress. Again in oral expression we have the inspiration of the other person—the person to whom we are talking.

Whatever may be the excellencies of oral composition it lacks the great essential—unity. For unity, for exactness we need writing. "Conversation maketh a ready man, but writing the exact man." The sentence must be a unit, the paragraph, the essay, each part a whole, and the whole a finished total. The pupil must write, he must rewrite. He must appreciate there is a beginning, a middle and an end to every written composition, be it letter, report, essay.

Another factor in the development of the pupil in his English work is co-operation among the teachers of English in the four grades. As he passes from one grade to another, much time is lost by misunderstanding between teachers as to just what work has been done.

The study of grammar as a science, I believe, does help in the acquisition of the art of using good English, but its value is largely as a study of thought relations. As an analytical study it belongs largely to the high school grades; there may be simple analysis in the earlier grades, but a study of close syntactical relations cannot be undertaken until later; preferably ninth and tenth, or second and third high school grades. Unless the pupil appreciates the form of a sentence, there will be faulty construction in his reproduction of it, and he will find it more difficult to comprehend the writer's thought. Without exception I find that the pupil who has the clearest sense of the grammatical construction of a sentence, can give the best interpretation of its theme.

So far I have only barely touched upon the second part of my subject. I would if it were possible to treat it worthily within the limits of this paper, but it is not. The development of the power to appreciate good English means the development of the power to appreciate the beautiful expression of a beautiful thought—a high ideal; but only in so far as, ideals must forever be in advance of realities is it impossible. So many of "these little ones" pass through life "deaf, dumb and blind," not only to the "million things" outside themselves, but to their own powers and possibilities, that any teacher who can help them to self-expression is a benefactor. These powers are gifts from the Divine hand, and long to be awakened and to achieve. This awakening is self-expression, the greatest desire of the human heart. May we be God's instruments and help each soul to realize its greatest hope, and to attain to those things that endure.

#### MISS LELIA N. MCCOY'S PAPER.

#### USE OF THE SCHOOL LIBRARY IN TEACHING ENGLISH.

The essentials in properly using a school library are first, a library in school; and second, the kind of school library which may be used with profit.

We all realize the important place the school library should occupy in teaching, for as our State Superintendent says in a recent article in the *Atlantic School Journal*, "In the dawn of the twentieth century, no school system of education can be considered up to date or complete which does not make definite provisions for libraries in all schools." He also calls attention to the fact that the history of library legislation in Maryland is entirely creditable.

So, recognizing the importance of good libraries, and knowing the material aid provided by law, we teachers are inexcusable if the schools entrusted to our care are without supplementary readers, reference books and works of standard American and English authors, including the books required for English work as planned in the course of study adopted for our schools.

Good works of biography should also be among the books to be used in teaching English. (If a few words of personal experience are permitted in this connection, I would add that Brander-Matthews "Introduction to American Literature" and Sarah K. Bolton's "Famous American Authors," "Famous English Authors," or "Poor Boys Who Became Famous," "Poor Girls Who Became Famous" are invaluable works of biography).

Pupils enjoy this kind of acquaintance with the men and women whose works they are studying. They take pleasure in knowing Irving as the Father of American Literature; they glow with pride when Bryant is introduced to them as the first American poet to declare independence of

English authors by describing the beauties of nature as they exist here in our own United States; and they are no less delighted that Maryland's most gifted author—Edgar Allan Poe—is accorded the full title of genius by the critics of Europe.

After reading the biography of James Whitcomb Riley and discovering that he was not always as prosperous as he is today, they feel that he knows how to succeed and more readily heed his advice

"To lay aside  
Contentions and be satisfied;  
Jest do your best and praise or blame  
That follers that counts jest the same.  
I've allus noticed great success  
Is mixed with troubles more or less,  
And it's the man who does his best  
That gits more kicks than all the rest."

But, of course, the romantic are disappointed upon learning that only in imagination can Riley resign his day dreams and visions of the past to greet the living presence of his old sweetheart.

Now, this incidental mentioning of Riley recalls the suggestion which is quoted from Chubb's "The Teaching of English." Follow a rule to be observed through the high school course of sandwiching the quieter books judiciously among the more exciting ones. These points of rest give a happy rhythm to the work. After the stir and tension of works like "The Ancient Mariner," "The Tale of Two Cities," "Julius Caesar," "Macbeth," let us have the contrasting calm of "The Deserted Village," or Gray's "Elegy," of Lamb, or Hawthorne.

And a few short poems, for example, Riley's "A Life Lesson," or a simple little story like "Timothy's Quest" by Kate Douglas Wiggin would further relieve the tension, and at the same time afford an easy means of character study. Therefore, books containing such poems and stories should have an important place in school libraries, and are helpful in teaching English.

The sentences and paragraphs used in the text-book as illustrations often awaken within the learner a desire to know more, and if the teacher has the book containing the whole story or poem in the school library, what a help it is. Suppose, for example, that the student reads in his lesson in English,

"Heaven tries the earth if it be in tune,  
And over it softly her warm ear lays."

At first, the figure of speech alone may appeal to the student, but probably by the aid of the teacher, the beautiful thought of harmony between heaven and earth lifts the learner to a higher level, and if he may go to

the library and get the book containing all of this beautiful poem, studying it while his mental appetite is keen, who can estimate the influence it may have upon him?

Now, in regard to the way to use books, Dr. Felmley in an address to the National Teachers' Association last year said, "Many of us date from a period when libraries were few, scant, and little used. This has been my misfortune, but at present we have in our village in addition to our school library, a circulating library which is supplemented by traveling library supplied by the Maryland State Library Commission, and our school has access to these books, no charge being made if they are used for school work.

High school pupils, especially those of the first year, feeling the importance of added dignity, and new methods of advanced school work, like to be sent to a library to report on certain subjects; but often instead of reading thoroughly and getting the desired information, they copy whole paragraphs and even pages. To avoid this, teachers should endeavor to train their pupils to think and comprehend, and in taking notes to make a brief outline, copying only unfamiliar words and passages which are especially expressive or worth committing to memory.

Often a pupil does not know just what books contain the desired information and must rely upon the teacher to direct or guide him. It has also been suggested that good will be accomplished if a class prepares for its successors a list of helpful articles, and where they may be found. Above all, the teacher should know just what material is in the school library, for it may be that even in our small school libraries are helpful books which are often overlooked.

At our Teachers' Institute last fall, I listened almost breathlessly while Dr. Gilbert told the story of a dear sick girl and a puny oyster which contained a pearl of great value. To me the story was entirely new, and I felt the power of its uplifting influence. The next week after we were in our places at school, one of the teachers went to our school library and took from it Eugene Field's "Little Book of Profitable Tales." She opened it and pointing to a story entitled "Margaret—A Pearl," said, "Do you remember this?" I looked and discovered that it was the sweet little story which Dr. Gilbert had told.

Therefore, I am inclined to believe that there may be unused upon the shelves of our school libraries many beautiful gems of literature, which, if we would take time to discover and properly use, might prove of untold value in teaching English.

And in getting new books for our school library, let our aim be to procure books, the influence of which will be purifying and elevating as well as instructive, then we shall have a school library which will be the chief delight of the teacher of English.

The Treasurer's report was then called for.

The report was then presented, which was as follows:



DR. R. BERRYMAN  
Treasurer-Elect



## REPORT OF TREASURER.

JOHN E. McCAHAN,

*Treasurer.*

In Account with Maryland State Teachers' Association.

DR.

1908.		
June 26	To balance.....	\$293.04
Dec. 21	To cash as a 5 per cent. dividend, 2 shares capital stock of the Maryland Educational Publishing Co. of Baltimore City.....	10.00

## TO CHECKS FROM THE FOLLOWING COUNTY SUPERINTENDENTS:

1909.			
Feb. 3	Secretary for membership fees.....	87.50	
Mar. 16	George Biddle..... Cecil County.....	10.00	
Mar. 23	E. H. Browning..... Garrett County.....	10.00	
Mar. 29	E. H. Noble..... Caroline County.....	10.00	
April 6	Milton Melvin..... Kent County.....	10.00	
April 5	Earle W. Wood..... Montgomery County.....	10.00	
April 2	Dr. S. Simpson..... Carroll County.....	10.00	
April 14	W. H. Dashiell..... Somerset County.....	10.00	
April 14	Samuel Garner..... Anne Arundel County.....	10.00	
April 14	W. C. Philips..... Howard County.....	10.00	
April 14	Charles Wright..... Harford County.....	10.00	
April 14	B. J. Grimes..... Queen Anne County....	10.00	
April 20	E. W. McMaster..... Worcester County.....	10.00	
April 20	Wm. B. Beckwith..... Dorchester County.....	10.00	
April 24	John P. Fockler..... Washington County.....	10.00	
April 27	J. Bunting..... Calvert County.....	10.00	
May 2	A. S. Cook..... Baltimore County.....	10.00	
May 5	Wm. Hollary..... Wicomico County.....	10.00	
May 11	John White..... Frederick County.....	10.00	
May 11	M. Bates Stephens..... S. Board of Education..	10.00	
May 11	Nicholas Orem..... Talbot County.....	10.00	
May 19	School Board..... Baltimore City.....	10.00	
May 19	A. Willison..... Allegany County.....	10.00	
June 9	M. R. Stone..... Charles County.....	10.00	
June 10	Fred. Sascer..... Prince George's County	10.00	
July 1	H. W. Caldwell..... Sec., Mem. fees.....	200.00	
July 1	George W. Joy..... St. Mary's County.....	10.00	

\$840.54

	CR.
1908.	
Dec. 5 By bill Cecil Whig Publishing Co.....	\$2.75
Dec. 5 " " Cecil Democrat.....	3.25
Dec. 5 " " Hugh Caldwell, Secretary.....	19.46
1909.	
Jan. 5 " " Geo. H. Lamar, Delegate to the Va. S. T. Assn.....	12.40
April 1 " check Torsch & Franz, for badges.....	25.00
June 7 " " Cecil Whig Publishing Co.....	6.60
July 1 " " Grace I. Gill, for services rendered and expenses.....	29.40
July 1 " " Mrs. H. K. Bornschein, Ionic Quartette	60.00
July 1 " " John E. McCahan, Treas., salary and expenses .....	45.50
July 1 " " To Mt. Lake Park Assn. for use of Auditorium and piano.....	17.50
July 1 " " Howard C. Hill, expenses to Balti- more, two trips.....	22.00
July 1 " " Miss Annie E. Johnston, expenses.....	1.50
July 1 " " Hugh W. Caldwell, salary and exp....	106.26
July 1 " " Dr. George D. Strayer, expenses to Mt. Lake.....	24.40
July 1 " " Cecil Whig Publishing Co.....	11.25
July 1 " " Loch Lynn Hotel.....	17.25
July 2 " " George Biddle, expenses, Chairman Ex. Com.....	26.77
July 2 " " Sarah E. Richmond, expenses, Pres....	25.70
July 2 " " W. T. Warburton, hotel bill.....	3.60
July 2 " " W. J. Holloway, exp. lecture illus.....	22.72
July 2 By balance.....	357.23
	\$840.54

## REPORT OF AUDITING COMMITTEE.

The Auditing Committee, after examination of vouchers, report:	
Receipts .....	\$840.54
Expenditures .....	483.31
Balance .....	\$357.23

The report was signed by

HOWARD C. HILL.  
ARTHUR F. SMITH.  
JOHN T. WHITE.

It was moved and seconded that the report be received, accepted and handed over to the Association. This was carried by unanimous vote.

President: The next report in order is the report of our fraternal delegate to Virginia.

Mr. Lamar then made a verbal report concerning his fraternal visit to Virginia. His address before the Virginia State Teachers' Association is given below:

ADDRESS OF MR. GEORGE H. LAMAR, FRATERNAL DELEGATE  
FROM THE MARYLAND STATE TEACHERS' ASSOCIA-  
TION TO THE NEWPORT NEWS MEETING OF  
THE VIRGINIA STATE TEACHERS'  
ASSOCIATION.

*Mr. President and Members of the State Teachers' Association:*

It is esteemed a great honor and privilege to convey the fraternal greetings of the Maryland State Teachers' Association to the Virginia State Teachers' Association, and to assure you that we heartily reciprocate the sentiments of interest and regard so beautifully and feelingly expressed by your distinguished representative, Prof. F. B. Fitzpatrick, to our Ocean City convention last summer. Why there has been a departure by Maryland from your appropriate example in sending to us a teacher as your representative, I do not know, unless it is that the noble lady President of the Maryland Association, imbued with the feminine superiority of discernment, knew that what I lack in experience as a teacher and qualifications as an educator, is supplied by a dominating interest in and regard for teachers and an unrestrained love for old Virginia. Though naturalized in Maryland, my forefathers landed on the sacred soil of Virginia, a few miles from this place, after crossing the magnificent body of water on which this beautiful city is located.

Reared and educated in the far South, under the tutelage, for the most part, of Virginia professors, I, Goldsmith like, returned to the Maryland village deserted by my forefathers in 1781. There it was readily discerned that the traditions, sentiments, problems and aspirations of the people of the South are none the less prevalent in Maryland because she is situated on the extreme northern border of our Southland.

As I look into the faces of those who compose this magnificent and intelligent audience of men and women, who have consecrated their lives to the service of their State in the great cause of public education, I can but reflect that we are almost within a stone's throw of the colonial home of the once powerful colonial Governor Berkley, who in 1671, said:

"I thank God there are no free schools nor printing presses, and I hope that we shall not have them these hundred years; for learning has brought disobedience, and heresy, and sects into the world, and printing has divulged them and libels against the best of governments. God keep us from both."

After quoting these words, Professor Charles De Garmo, of Cornell University, in his article to the New Encyclopedia Americana, adds:

"So far as Virginia and the remainder of the South were concerned, *good* Governor Berkley had his wish, for it was not until after the Civil War that that section of the United States was supplied with anything like a system of free public schools."

There is the indictment, fresh from the press, not against Virginia alone, but against the entire South.

It conveys the idea that all of the Southern States, including Virginia, the home of Jefferson, stood for ignorance among the masses.

It also bestows the appellation of "good" to Sir William Berkley.

In 1772, one year after these words were uttered by Governor Berkley, the famous Quaker preacher, William Edmondston, visited this "good" Governor to intercede for the Society of Friends the members of which were being shamefully treated, and we have recorded his colloquy with Major General Bennet.

"He asked me," says Mr. Edmondston, "'How I was treated by the Governor?' I told him 'he was brittle and peevish,' — He asked me 'if the Governor called me dog, rogue, etc.' I said 'No.' 'Then,' said he, 'you took him in his best humor, those being his usual terms when he is angry, for he is *an enemy to every appearance of good*,'"

In the light of history he did serve a good purpose. During the 35 years in which he, for the most part, held sway in this Commonwealth, the seeds of misrule were being planted which not only caused the revolt of Bacon in his own day, but made it possible for Patrick Henry to inspire our forefathers to assert their rights to freedom, and Thomas Jefferson to write the Declaration of Independence and Washington to lead our armies and throw off the British yoke.

Friends, it is very well for our Northern States, with their wealth, and our Western States, with their large Federal land grants for public school education, to pride themselves on their early establishment and excellent public schools, and I am glad they have them; but to those who would cast the insinuation that Virginia and the Southern States stand or have ever stood for ignorance and concealment of knowledge from its people, I repel the accusation.

The greatest and most potent advocate of publicity in governmental affairs, of freedom of the press and universal education, was one of Virginia's many distinguished sons. It was he who drafted the Declaration of Independence, who aided in the preparation of the Federal Constitution, who was largely instrumental in acquiring vast areas of land from which munificent gifts have been made by the Government for the cause of public education in the West, who founded the University of Virginia, from whose walls have gone out some of the brightest minds and best educators that this country has known, and who enunciated and formulated doctrines of government which have stood the severest tests and stand today as an inspiration to all liberty loving people throughout the world.

"Wherever republican forms of government exist, there the name of Jefferson will always be uttered with reverence and respect."

It is true that, prior to the war, for the most part, our ancestors received their primary education at private schools; but the numerous academies and colleges which were established, and have been maintained at great sacrifice and expense, and the careers of those thus educated, show that the South has ever favored not only elementary, but higher education; and the doors of these institutions have always been open 'o the high and the low, the rich and the poor.

It is a matter of history that, after the surrender at Appomattox, General Robert E. Lee was offered lucrative positions in the North as well as the South; but he refused them and devoted the balance of his active life to the cause of education, as the President of a Virginia university, to which came the flower of the young manhood of the entire South and acquired from him an inspiration which has contributed so greatly to a perpetuation in the South of that high class of statesmanship which characterized the after lives of these young men, who became the leaders in the South during the generation now coming to a close.

History tells us that, as a mark of the esteem in which General Lee was held by the people of the State, Virginia offered to subscribe for him \$2,000 worth of stock in an improvement company. He further demonstrated his interest in the cause of education by refusing to accept the gift except upon the condition that he would be permitted to use it for the "education of the poor, particularly the children of such as had fallen in defense of the country."

Surely the distinguished Georgian did not overdraw the life picture of this immortal son of Virginia, when he said:

"He was a foe without hate, a friend without treachery, a soldier without cruelty, and a victim without murmuring. He was a public officer without vices, a private citizen without wrong, a neighbor without reproach, a Christian without hypocrisy, and a man without guilt. He was a Cæsar without his ambition, Frederick without his tyranny, Napoleon without his selfishness, and Washington without his reward. He was as obedient to authority as a servant and royal in authority as a king. He was as gentle as a woman in life, pure and modest as a virgin in thought, watchful as a Roman vestal, submissive to law as Socrates, and grand in battle as Achilles."

It is well for us to cherish the memory of such men as Virginia and Maryland have produced; and it should be inspiring to all educators to know that, in peace, Lee placed the cause of education above all other phases of useful service to his country.

In Maryland and Virginia, as elsewhere throughout the South, since the Civil War wonderful progress has been made in the face of serious obstacles and changed conditions, and there have developed, with our renewed prosperity, new problems, the character and solution of which call, more and more, for an intelligent and unpurchasable electorate.

In the successes thus far attained, the South owes much to the institutions for higher learning in Virginia and Maryland and throughout the South, whose graduates, for the most part, have been imbued with that spirit of patriotism which has always placed mere commercial profits and the acquirement even of food with which the body is sustained, secondary to the maintenance and preservation of our American institutions, pure and undefiled; and have demonstrated, in their superb statesmanship, that commercial progress can be made without the surrender either of moral or patriotic convictions. The time has come, however, when it must be recognized that not all of our educated men or even our educators are true to the ideals set at our institutions of higher learning, and that the *sine qua non* to the preservation of our American institutions is the physical, moral and intellectual development of the masses of our people, especially those who compose or are to compose the electorate. Universal enfranchisement means universal education; but universal education requires a preparation and qualification on the part of the teachers of a practical and comprehensive character which have not yet been attained, I believe, to the extent which the peculiar conditions demand.

The belief is entertained that every normal human being is fashioned for useful service of some character in this life; and that the interests of individuals and of society can be best subserved by the earliest possible discernment and the unerring adherence of all individuals to their respective callings in life.

While it is within the realm of the religionist, in the home and in the parish, to inculcate and disseminate the morality which can alone insure the performance of duty discerned, it is peculiarly the obligation of public school educators to aid the children to ascertain their secular callings, and to ground them in the elementary branches which may be necessary to a discovery of their bent. No child will ever measure up without ambition; and the teachers of all branches should be chosen with special view to their power to instill and encourage a proper ambition. In other words, it is not enough that public school educators should teach the child what they find even in the best text books; but dealing as we are with all classes and conditions of our population, and, at public expense, undertaking to fit all the children, as far as we go, for their life work, it is our duty to guard against creating misfits. The teacher should not create ideas, tastes and aspirations in the minds of children merely because they comport with her own. The logical result of this course must inevitably be to mould the trend of the child life in the direction of the preferences of the teacher, and not necessarily along the lines of the Divine purpose of the Creator in the life of the child.

These children must, necessarily, be eventually distributed in their activities along the lines in which their services are demanded by the needs of society.

Of the 25,000,000 white persons engaged in different occupations in the United States in 1900, one-third devoted themselves to agriculture, more than one-fourth to manufacturing and commercial pursuits, nearly one-

fifth to trade and transportation, one-sixth to domestic and personal services, while only one-twentieth or 5 per cent. devoted themselves to services in the various professions.

If the teachers of the country should influence a disproportionate number of children to aspire to the professions, there being only 5 per cent. of them who can procure employment in those professions, the error in such public school education would be serious indeed.

I believe that, as a matter of fact, our public school teachers are becoming more and more in touch and sympathy with the masses of the people and that fewer errors of this character are committed now than possibly, have been committed in the past.

In my humble judgment the teachers of all branches of the public school system should emphasize the respectability of honest labor and the dignity and independence and even the idealistic phases of the farm life, to the end that the modern drift toward the city, with all its allurements and disappointments, may be checked, except in instances where there is a distinct calling, in consonance with an ambition for service in which there is a reasonable hope for future success of the child in the city.

For teachers to measure up to the serious responsibility resting upon them as the agents of the government and society in preparing the rising generation for the duties and responsibilities of citizenship, and life service, it is important that there should be no deterioration in the spirit of the work of the teachers, whose profession is second only to that of the ministry itself.

The love of money is the root of all evil. The minister or the teacher whose main object in his profession is the money derived therefrom, is a failure, however great may be his intellectual talents and powers for imparting knowledge.

And yet these public servants must live and live respectably and their minds should be relieved of the gnawings and harassments incident to want or financial embarrassments in their personal affairs.

It is to the interest of society, including the taxpayers, that the teachers should be in a frame of mind and heart to do their very best work. They cannot actively engage in political scrambles whereby to secure the needed increase in their salaries, without unfitting them for the service they are called upon by the public to perform.

Under the basic principles of the laws of Maryland and Virginia on the subject, those of us who have in charge the executive branch of the public school system are called upon to serve our States, practically without compensation, as officials of a *quasi* eleemosynary institution. The men who are appointed to such positions are generally men of character and influence, and we are in position to fearlessly contend for the rights and interests of the teachers chosen to instruct the youth of our land. And it seems to me that those of us who are serving, practically without monetary compensation in these offices of executive control, are in position to exercise and should exercise our best efforts toward securing the

increased appropriations manifestly necessary for the successful operation of the school system as a non-partisan and non-sectarian institution for the good of society as a whole. And it is upon this theory that much progress has been made in Maryland, and I doubt not in Virginia, toward procuring the increased appropriations.

In my humble judgment our usefulness in this regard is dependent largely upon the rectitude of our own conduct in administering the school systems, as they should be, on a purely merit basis and thereby attain the very best results practicable with the money supplied.

The pursuance of this course not only pleases the people who supply the taxes, but is best calculated, in a practical way, to derive from a corps of teachers their very best efforts.

The public school system is undoubtedly a great and potent factor in every county of each State and, of course, there must necessarily be great temptations to use that system at times as a great political agent; but, in my judgment, such use is as much opposed to the true interests of the children and of the system created for their benefit, as would be the lowering of a church organization by placing it in a similar position; and our citizenship is gradually coming to the same conclusion. I venture the assertion that the time will soon come when no man, who has regard for his standing as a citizen, will dare to use the public school system in the furtherance of his private or political ends, and this is a healthful sign.

It had not been my purpose to amplify the ideas which have been expressed, and I feel that I have consumed all of the time properly allottable to me as your fraternal delegate from Maryland; but your kind attention and cordial reception embolden me to make a few practical suggestions as they come into my mind.

Teachers, the time has come when the public school system cannot be successfully conducted without close and competent supervision. The most competent superintendents are teachers, with the requisite executive ability. In my county we have tried the plan of selecting the superintendent from among the corps of teachers upon the recommendations of a large majority of the teachers themselves. It is a trying position for him, as his sympathies are with the teachers and he has to find the money with which to pay them. We have to watch him and hold him within the revenues at hand, but the condition of the teachers who are worthy has been greatly improved and their salaries increased.

The salary schedule inaugurated under his guidance has placed a premium on merit and made it hard to play favorites.

When a teacher knows that she can win her way on merit, and she is worth having, she will devote her efforts toward the acquirement of accomplishments which make her of real value to the children. Under such a system the daughters of prominent men will eventually cease to rely upon political influence or anything less than actual excellence as teachers and the less influential will be encouraged to fearlessly enter the

realm of useful service, imbued with a sense of consolation and comfort that, in the school system at least, there prevails equal and exact justice toward all and special privileges toward none.

In a field of labor, on such a plane, without the necessity for the entertainment of schemes or motives beneath the plane of her sacred calling—trustful, optimistic, enthusiastic—what a wonderful harvest for the cause of education can be reaped by any teacher who is competent and conscientious.

With such a teacher, the dominating idea must be to utilize the vantage ground of the present generation in elevating the generation which is to come, not only for the eternal welfare of the children as individuals, but also collectively, as the future State.

"What constitutes a State?

Not, high-raised battlement or labored mound,  
Thick wall or moated gate;  
Not cities proud with spires and turrets crowned;  
Not bays and broad-armed ports,  
Where, laughing at the storm, rich navies ride;  
Not starred and spangled courts,  
Where low-browed baseness wafts perfume to pride,  
No; Men, high-minded Men.

"Men who their duties know,

But know their rights, and, knowing, dare maintain,  
Prevent the long-aimed blow,  
And crush the Tyrant while they rend the chain:  
These constitute a State."

President: I think now is the proper time for the Association to consider whether we shall send a fraternal delegate this year to Virginia. If so, you will either nominate a member from the floor, or give the power of appointing a delegate to the incoming President.

I consider your silence as meaning we shall send a fraternal delegate.

Dr. Stephens: I move that a fraternal delegate be sent to Virginia next year, and that the appointment be left to the incoming President.

President: It is moved and seconded that the Association send a fraternal delegate to the Virginia State Association and that the appointment be left in the hands of the incoming President. The motion is carried and the incoming President will appoint a delegate to Virginia.

President: The next in order is the report of the Reading Circle Board. The Secretary will read the report of the Reading Circle Board.

## MARYLAND STATE TEACHERS' READING CIRCLE.

BALTIMORE, June 22, 1909.

*To the Maryland State Teachers' Association—Ladies and Gentlemen:*

I herewith submit the eighth annual report of the Board of Managers of the Maryland State Teachers' Reading Circle.

The records for the year 1908-1909 show an enrollment of 652, four less than the enrollment for 1907-1908, reported one year ago.

We are much disappointed with this enrollment, for the work recommended for the year was of such a practical character and so closely related to the concrete problems of the teacher that we had every reason to expect more consideration from the school officials and teachers of the State.

The membership of the year was distributed as follows:

Allegany .....	0	Howard .....	25
Anne Arundel.....	1	Kent .....	38
Baltimore .....	0	Montgomery .....	104
Calvert .....	0	Prince George's.....	0
Caroline .....	2	Queen Anne's.....	0
Carroll .....	0	St. Mary's.....	1
Cecil .....	130	Somerset .....	2
Charles .....	0	Talbot .....	75
Dorchester .....	104	Washington .....	1
Frederick .....	27	Wicomico .....	107
Garrett .....	1	Worcester .....	0
Harford .....	34		

## TESTIMONIALS GRANTED.

Since our last report the following have completed a three years' course of reading and have been awarded the testimonial diploma by the State Board of Education on recommendation of the Board of Managers.

NAME.	COUNTY.	NAME.	COUNTY.
Elizabeth Anderson.....	Kent	Anna Healy.....	Harford
Mary L. Budd.....	Cecil	Arrie McCoy.....	Cecil
Katherine Budd.....	Cecil	Emily E. Moore.....	Cecil
Ella Cannan.....	Cecil	Clarence Reddick.....	Frederick
Ethel Du Hamell.....	Cecil	Edith A. Smith.....	Baltimore

## CERTIFICATES AWARDED.

During the year the following named persons have completed one year's course of reading and have been awarded certificates by the Board of Managers:

## COURSE OF 1906-1907.

NAME.	COUNTY.	NAME.	COUNTY.
Elizabeth Anderson.....	Kent	Helen Davidson.....	Cecil
Carrie Bassford.....	Somerset	Ethel Du Hamell.....	Cecil
Anna Healy.....	Harford	Cecil V. Goslee.....	Wicomico
Edith A. Smith.....	Baltimore	Arrie McCoy.....	Cecil
Nora V. Boston.....	Cecil	Emily E. Moore.....	Cecil
Mary L. Budd.....	Cecil	Belle V. Price.....	Cecil
Katherine Budd.....	Cecil	Clarence Reddick.....	Frederick
Mary Emily Clark.....	Cecil	Elva Reddick.....	Frederick
Ella Cannan.....	Cecil	Edith A. Smith.....	Baltimore

## READING COURSES FOR 1909-1910.

The Board of Managers has selected the following books for 1909-1910:  
 Pedagogy—Bagley's "The Educative Process," Macmillan Co.

English—Heydrick's "How to Study Literature," Hinds, Noble & Eldridge; Shakespeare's "Hamlet," and "Merchant of Venice."

History—McMurtry's "Special Method in History," Macmillan Co.

Johnson's "The Problem of Adapting History to Children in the Elementary School," Teachers' College Record, November, 1908.

Science—Allen's "Civics and Health," Ginn & Co.

This course merits the confidence of the school officers and teachers of Maryland.

## THE BOARD OF MANAGERS.

During the past year the Reading Circle has been under the care and direction of the following persons, appointed by your Association to conduct and manage this department of your work:

Dr. M. Bates Stephens, ex-officio, Chairman.

Miss Sarah E. Richmond, State Normal School, Baltimore.

Dr. Robert H. Gault, Washington College, Chestertown.

Mr. J. Montgomery Gambrill, Baltimore Polytechnic, Baltimore.

Miss Mary E. Ford, State Normal School, Frostburg.

Miss M. M. Robinson, Western Maryland College, Westminster.

Mr. H. H. Murphy, Principal High School, Reisterstown.

Mr. E. A. Noble, Superintendent of Schools, Denton.

Mr. Herbert E. Austin, Secretary, Baltimore.

During the year Miss Ford resigned from the Board because of the exactions of her position at the Normal upon her strength and time. The resignation was accepted by the Board with sincere regret, for her earnest and conscientious service was appreciated by all her associates.

Mr. B. K. Purdum, Assistant State Superintendent of Public Instruction, has been elected to fill out the unexpired term of Miss Ford.

## VACANCIES TO BE FILLED ON THE BOARD OF MANAGERS.

The terms of Dr. Robert H. Gault and Mr. J. Montgomery Gambrill expire at this time and it will be necessary for the Association to elect their successors at this meeting.

We regret to learn that Dr. Gault leaves Maryland at the conclusion of the present school year to accept a position in the Northwestern University. The Reading Circle is greatly indebted to him for his warm and effective interest and work in its behalf.

We extend to him our best wishes for success in his new field of work.

Respectfully submitted,

HERBERT E. AUSTIN,

*Secretary.*

After the reading of this report by the Secretary, it was moved and seconded that the report be accepted.

President: The appointment of the new members of the Board lies in the hands of the President. The present chair will appoint one member, and as Cecil County is the banner county of the State this year, the present chair will leave the appointment of the member from Cecil County in the hands of the incoming President. My appointment will be Mr. J. Montgomery Gambrill, of Baltimore.

President: Following the Reading Circle report, there ought to be a report from the Atlantic School Journal. Having been a member of the Board, appointed by the State Teachers' Association, I can say that the reports from the Atlantic School Journal are very encouraging. Every county but three in the State has subscribed unanimously to the Journal. Its contents have been as interesting as the preceding year, which I think is saying as much as can be said of any journal. A dividend of five per cent. has been declared, so you see it is a good investment for your money. I do not know many things that pay an annual dividend of five per cent. If you wish to invest your increased salary, the Board will be glad to hear from you.

President: The next is the Committee of Resolutions. The Chairman will please respond.

## RESOLUTIONS.

The Committee on Resolutions begs leave to submit the following:

*Resolved*, That we do hereby extend the thanks of this Association to the officers and executive committee for the able manner in which they have conducted the affairs of the Association during the past year, and especially for the excellent work accomplished at this meeting.

That we hereby express our thanks and appreciation for the able addresses delivered by Hon. Clayton Purnell, Dr. M. Bates Stephens, Miss

Sarah E. Richmond, Dr. George D. Strayer, Mr. John D. Worthington, Dr. T. H. Lewis, Mr. J. M. Gambrill, Mr. Joseph Rosier, Hon. W. E. Warburton. We also desire to thank all those who have contributed to make the program rendered at this meeting one of general excellence.

*Resolved*, That the Association does hereby extend its sincere thanks to Prof. J. H. Saunders, Fraternal Delegate from the Teachers' Association of the State of Virginia, for his most interesting, scholarly and helpful address.

That we acknowledge our indebtedness to Miss Grace I. Gill for her services in reporting this meeting; to the Ionic Quartette of Baltimore for its excellent music; to the Remington, Oliver and Smith Premier Type-writer Companies for services rendered to members of the Association, and to Mr. W. W. Dunington for the use of his piano. To Mr. W. W. Davis for the courtesies extended by him on the part of the Mountain Lake Park Association.

*Resolved*, That the plan adopted in some counties of the State to supplement the work of supervision by the appointment of one or more supervisors has the endorsement of this body and that the Legislature so amend the law as to give the county school boards more power in this direction.

*Resolved*, That a standard be fixed by law defining the required essentials for an approved high school. There should be a definite guide in this matter for our State and county school officials to follow.

That we commend the construction work done by the State Normal School, as shown by their exhibits, and that we extend our thanks to the Legislative Committee for its services, and urge upon it the necessity for consistent work at the meeting of the next General Assembly.

*Resolved*, By the Maryland State Teachers' Association, that in the death of Mr. Rufus K. Wood, a member of the State Board of Education, the cause of public school education in the State has sustained the loss of one of its most ardent, zealous and efficient supporters, and this Association, one of its most useful members.

EARLE B. WOOD.  
T. C. BRUFF.

It was duly moved and seconded that the report of the Committee on Resolutions be accepted, and they were unanimously accepted.

President: The election of officers is next on the program. Nominations for President are now in order.

Dr. Stephens: May I bring to the attention of the Association a matter before we take up the election of officers. The law which provides for this Association gives to it the right to confer the degree of Doctor of Pedagogy on such persons as this Association may determine. It is a right we have exercised but once, I think three years ago, conferring this degree on Alexander Chaplain, who had for so many years been the

County Superintendent of Talbot County and whose work vitalized the entire school system of the State.

Dr. Chaplain wrote to me two or three weeks ago asking that this Association confer this degree on Prof. E. D. Murdaugh, of the Frostburg Normal School, who for several years has worked in our State and whose knowledge of pedagogy and the principles which underlie education perhaps are as good as that of any man in the State. He has recently accepted a position in Oklahoma and will leave Maryland. It seems to me in view of the fact of the services he has rendered, and as he is an excellent student of pedagogy, that this Association will make no mistake in conferring this degree upon him and I make the motion that this Association confer the degree of Doctor of Pedagogy upon Prof. E. D. Murdaugh.

This motion was seconded by Mr. William S. Powell, of the State Board of Education, and unanimously carried.

President: We are now ready for the election of President of the Association.

Mr. Caldwell: Madam President, it gives me great pleasure to rise to place in nomination for President of this Association a man who nearly all his life has devoted himself to the interests of education. A man who for twenty-three years has served his county faithfully and well as a county school commissioner, and a man who for eighteen years has served his county equally well as a county superintendent. For forty-one years this gentleman has been interested in the education of Cecil County and in the education of the State of Maryland. He is a gentleman who has taken a deep interest in this Association, and I believe that no meeting has ever been held since he has been interested in education that he has not been in attendance; and it gives me great pleasure to present to this Association for its President the name of George Biddle, of Cecil County.

Mr. Galbreath: I have been associated with him quite a while and he is always ready to say a kind word. The work that he has done here in the Association year after year entitles him to the honor of President. The work that he has done for education all over the State, and in his own county, has entitled it to take a high place in the education of the whole State. The work that he has done for this Association this year entitles him to the honor. I therefore second the motion for the nomination of Mr. Biddle.

President: It is moved and seconded that the nominations for the presidency be closed.

This motion was carried unanimously.

President: The motion is carried and Superintendent George Biddle is unanimously elected as the incoming President of the Maryland State Teachers' Association.

President: The nominations for Vice-President are now in order.

It was moved and seconded that Mr. Edward A. Browning, of Garrett County, be the First Vice-President.



MISS BERNICE HALLEY  
Corresponding Secretary



It was moved and seconded that Mr. George W. Joy, of St. Mary's County, become the Second Vice-President.

President: The next nomination will be that of Recording Secretary of the Association.

Mr. Smith: Four years ago, shortly after the Association left the Blue Mountain House, a man who had served efficiently and well, who had the interests of this Association on his heart, was taken away from us by a railway accident, and it was wondered who could fill the place so ably filled by him. But the next year at Ocean City Mr. Caldwell was appointed, and in announcing him for the place it was said, "He is young, good-looking and unmarried." The first two qualities the gentleman still possesses. The last one he no longer possesses. Mr. Caldwell has been an able man in the position, and has taken up the arduous work well; and I take very great pleasure in presenting for nomination the name of Mr. Hugh W. Caldwell, of Cecil County.

Mr. Biddle: I have known Mr. Caldwell from the time he first became a teacher. I have known him for the most faithful of the faithful. He knows how to work and he is not afraid to work. This morning in reading our membership number, he told you we had 566 members. I happen to know that of that 566 more than 300 were enrolled since we have been here.

It gives me great pleasure to second the nomination of Mr. Caldwell.

Miss Richmond: Mr. Caldwell has been of invaluable help to me as Chairman of the Executive Committee. It is requested that Mr. Caldwell's election be made by acclamation.

Mr. Caldwell was elected Secretary of the Association by acclamation.

Miss Bernice Halley, of Charles County, was nominated, seconded and appointed Corresponding Secretary.

President: We are now ready for the election of Treasurer for the Association.

Mr. Biddle moved that Mr. John E. McCahan be continued in the position.

Mr. McCahan: I was a strong and firm advocate of the movement in organizing this body. Since that time, I have been absent from these meetings five times, twice on account of sickness, twice for some other reason. Twelve years ago I was elected President. I have tried to do my duty faithfully. I have tried to act in such a way as to be of advantage to the Association. I feel conscious that I have done my best, but I feel now that I ought to resign, and I desire that the Association will relieve me of this position.

Mr. Galbreath: I hope that Mr. McCahan will allow us to honor him again. I believe the Treasurer should be from the city of Baltimore. It is the center of the State, and I know of no one who can fill the position so well, therefore I move that Mr. McCahan withdraw his resignation.

Mr. McCahan: Madam President, I have considered this matter from the personal standpoint. I feel that I ought not to continue in the service any longer, and therefore I take the privilege of nominating Dr. Roslyn Berryman. He will please the Association, I know, and I know that he will please me in accepting.

President: I think the Association had better consider Mr. McCahan's reasons. He is not as strong as he would like to be and he has served us so long and faithfully that it would hurt him if anything would occur to prevent the continuation of the same strong service. I hope you will listen favorably to the nominee of Mr. McCahan.

It was duly moved and seconded that Dr. R. Berryman be elected Treasurer of the Association.

Mr. Smith: I move that a rising vote of thanks be tendered Superintendent McCahan for his able and long service as Treasurer of this Association.

A rising vote of thanks was accordingly given Mr. McCahan.

President: Now comes a very important member—Chairman of the Executive Committee. It is hardly necessary to notify you that the Chairman of the Executive Committee should be a teacher, because the Constitution requires that the presidency and the chairmanship of the Executive Committee should alternate between superintendent and commissioner on the one side and teacher on the other. As there was a superintendent chairman of the Executive Committee this past year, there must be a teacher chairman on this committee for the incoming year.

The chair is ready for nominations.

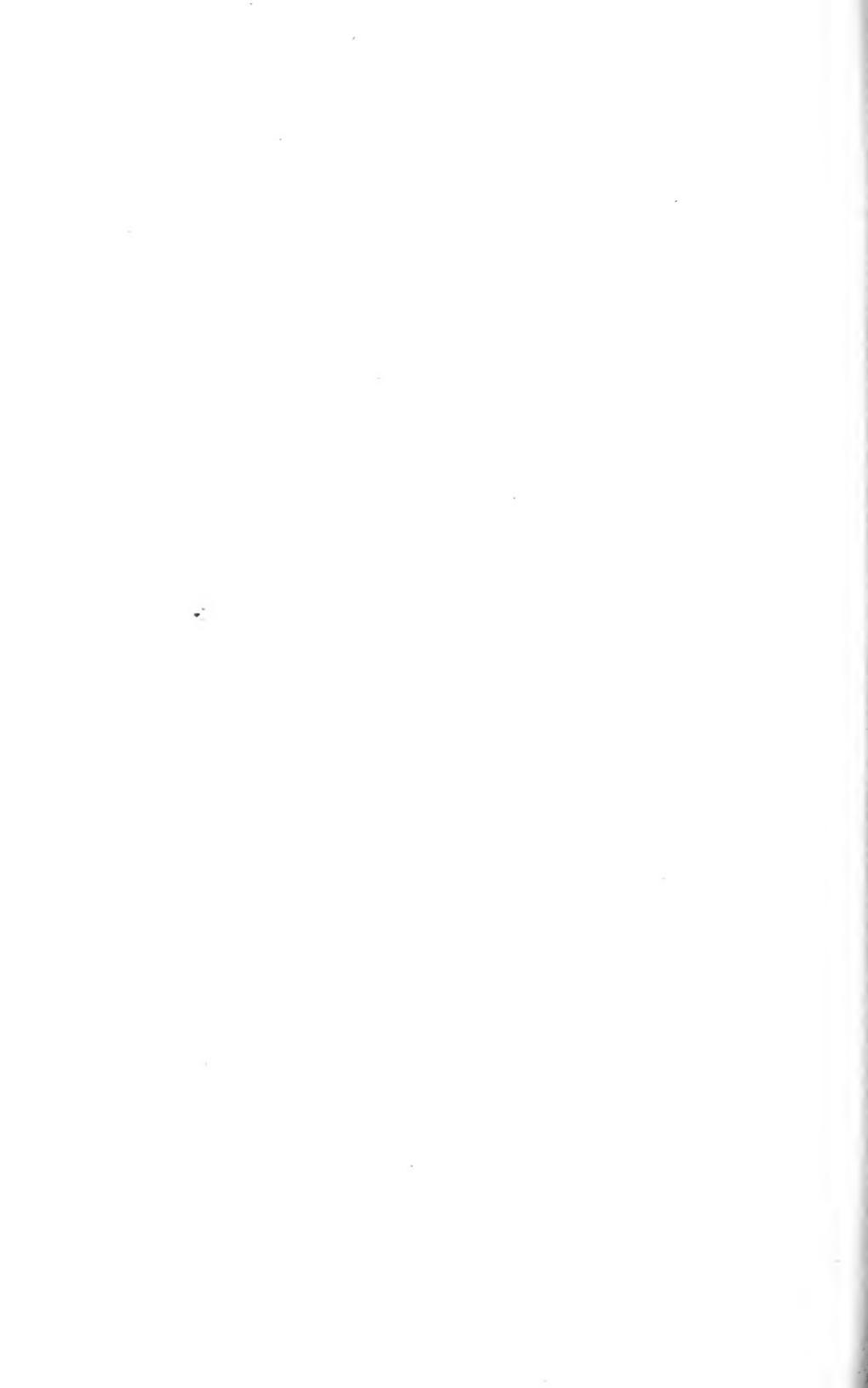
Mr. Browning: I rise for two purposes, first, to extend to this Association the thanks of the people, teachers and school officers of Garrett County for having come to this place for this meeting. Not only the people of this county are proud of having had you here, but our giant oaks bow their graceful recognition of the privilege and pleasure of casting their morning, noon and evening shade over the heated brows of the people of this Association.

Our hearts beat with joy for the success of having won this victory over the great ocean for this year's meeting, and our ever-prevalent air recognizes in the cheeks of your fair faces the increased blush gained by the surplus air we have to share. Our strawberries left with me, too, their deepest regards at having to go before your coming, and they assured me that next year they will cling more jealously to life and grow larger than four and a half inches as a recognition of your coming.

But Madam Chairman, I have another duty. For a number of years it was my pleasure to be associated in Allegany County with one of its brightest boys. It was my pleasure to note his rise in the profession of teaching. It was my pleasure to notice his worthy and just recognition by the people and the school officers of his own county. He has been promoted to the highest place in the profession of teaching in the second city of our State and in one of the banner counties of our State; and I



MR. EDWARD A. BROWNING  
First Vice President



believe now that not only his friends and his acquaintances and his home county recognize his true worth, but I think it is fully time that the State of Maryland throw open to him the honor of being the presiding officer or Chairman of our Executive Committee. I have the proud pleasure then to present to this Association the name of my honored friend, Mr. Howard C. Hill, Principal of the Cumberland High School, for that position.

President: The nomination of Mr. Howard C. Hill is before the Association for Chairman of the Executive Committee for the coming year.

This motion was unanimously carried.

Dr. Stephens: Fair President, in order to facilitate this election, I am going to nominate four others to be associated with Mr. Hill in the conduct of the Committee's work. I think it is a fair distribution geographically, and it brings to the Committee the services of distinguished teachers. I nominate Thomas C. Bruff, of Baltimore City; Miss Ida P. Stabler, of Montgomery County; Miss Mary Holmes, of Baltimore City, and Nicholas Orem, of Talbot County.

President: Are these nominations seconded as a whole?

President: The motion is carried and Mr. Thomas C. Bruff, Miss Ida P. Stabler, Miss Mary Holmes and Mr. Nicholas Orem are the additional four members of the Executive Committee. I think this ends the election of officers. The chair will appoint Mr. White and Mr. Smith to escort the incoming President to the platform.

Miss Richmond: Mr. Biddle, I have known you for many years. It has been long, long ago since my admiration for Mr. Biddle began. And it was in this way: There was an old man, a Superintendent, who was rather the examiner of schools in Cecil County, Mr. Squire. I do not know that anybody in the Association remembers him, an eloquent man, but failing to perform his duties as they should be performed on account of lack of physical strength. Mr. Biddle was the man who came to his help early and late, doing all he could for Mr. Squire, willingly, asking nothing for his services. Mr. Biddle, you were elected Mr. Squire's successor, and you have been known as one of the most faithful superintendents in the State of Maryland. Your word is your bond always. I compliment you on the beautiful program, a program filled with intelligence, with able and with good people. You deserve to be President of this Association, and I believe instead of 500 members at our next meeting we will have 700 under Mr. Biddle.

Mr. Biddle: Fellow workers, I scarcely know what to say, what to do when presented under such circumstances. Never before has it fallen to my lot. Never before have I felt so embarrassed. But I do thank you most earnestly for your kind greeting and still more kind words. I have devoted a life, somewhat extended, to the school work of Maryland. I have worked earnestly to the best of my ability to promote the interests of the public schools. It has been to me a work of love. How could it be otherwise, since the teachers have been my companions, nay more, have been my friends? Whatever success may have come to me is due not to

any merit of my own, but to being aided by an able corps of teachers who are always ready and willing to render any assistance in their power. I know the teacher is the noblest of the noblest, the best of God's creation, and I trust that God's blessing will ever be upon you. Today a new honor rests upon me. I appreciate it. You have chosen me your presiding officer, as the President of the Maryland State Teachers' Association—a higher honor could not have come to any one. I thank you all.

President: Members of the State Teachers' Association, one word in conclusion. I have been in many assemblies but no assembly has ever listened with greater attention, been more courteous in their presence, been more constant in their attendance than have the Maryland teachers at this meeting of the Association.

I extend to you my hearty thanks for your cordial and warm support. I have not felt this situation to be a trying one at all, not an embarrassing one, because I simply felt that in every face before me I beheld the face of a friend, and in every bosom there was a heart beating warm for me and wishing me every success. Whatever success has attended this meeting of the Association, outside of the valuable papers that have been rendered, is due to you. And now the forty-second session of the Maryland State Teachers' Association stands adjourned *sine die*.

Respectfully submitted,

HUGH W. CALDWELL,  
*Recording Secretary.*

#### COUNTY SUPERINTENDENTS' MEETING.

A sectional meeting of the County Superintendents was held on Thursday afternoon. The Superintendents' visit was discussed by Superintendent John P. Fockler, of Washington County, and others.

Superintendent Charles T. Wright, of Harford County, presented a paper on "Minimum Qualifications for a First Class Teacher's Certificate." The paper is given below.

#### MINIMUM QUALIFICATIONS FOR FIRST CLASS CERTIFICATE.

In the discussion of this vitally important subject it must be kept in mind that the question of grade is eliminated. This is fixed by the Normal schools, the State Boards, and the county examination. The class, being entirely at the discretion of the County Superintendent, invests him with a highly important function, and places on him a serious responsibility. The question of individual judgment must enter largely into the standards set by different superintendents, but it is safe to assume that, although we may vary much in our classifications due to a difference of view points and circumstances, there should be some common ground on

which all can stand; some qualities and qualifications which every one of us regards as essential and indispensable. There is some teaching recognized by us all to be good, and other teaching known at once to be poor, because devoid of the easily detected marks and characteristics of accepted pedagogic theory and practice. Above the former there may be that which is very good, excellent, etc., and below the latter that which is very poor, even intolerable.

Between these two extremes are many degrees, and just here lies the battleground of opinions and estimates. Just how far up the line of professional knowledge and practice must a teacher stand to be easily classed as first? Just how far down may he stand and yet escape second class?

I cannot avoid the conviction that there must be not only classes, but degrees in these classes. Be as exact as possible, there will still be many inequalities among members of any class, for the simple reason that there can be no fixed, absolute, or arbitrary standard, any more than there are any two or more teachers exactly equal in professional capacity and power. It seems therefore important that certain minimum requirements should be clearly defined, in order that we may as nearly as possible classify by the same standard, the only variation being that necessarily produced by a slight discrepancy in the application of the standard by different persons.

Let us try to enumerate at least a few of the qualifications that ought to be possessed by any teacher who desires to step *just* over the line from second class to first, and in attempting this task we hope to have the kindly sympathy and the earnest suggestions of our fellow superintendents.

The first thought that comes to us in the consideration of this topic is that of *motive*. The teacher enters his profession influenced by a *single* impulse or by *many* impulses. If there exists but one dominating purpose, what is it? If there are many, which is most active, most powerful? Most vocations are chosen for a livelihood, yet not solely for this. Every human being has the right to make a living, but in choosing the occupation to accomplish this, there should be other reasons for the choice, and prominent among these there ought to be a *love* for the work selected, a consciousness of a high degree of personal fitness, and a clear conviction of the usefulness of the calling itself. A teacher who is *wholly mercenary* in his purpose, adopting the profession with no higher aim than the salary, or simply as a stepping stone to other positions, is not very likely to become more than a mediocre in his skill. If such are found in the schoolrooms of any county, it behooves the superintendent of the county to move slowly in honoring with a first-class certificate any man or woman whose highest ambition and avowed intention is to abandon as soon as possible what he or she regards as a *second* class profession.

It is assumed in this discussion that scholarship is a prerequisite to any certificate. In addition to this preliminary acquaintance with the subject matter to be taught, every first-class teacher should possess sufficient knowledge of pedagogy to enable him to employ in a rational and sys-

tematic way the commonly recognized principles and methods of educational thought; to have a clear and intelligent working command of these principles, and be competent to show by his work in the school room that he not only accepts them as fundamental pedagogic theories, but is willing and able to put them to the test of intelligent use.

A teacher who cannot show at least this much acquaintance with what other educators believe, endorse and practice, who does not know that there exist educational journals, and text-books setting forth the well recognized laws of a pedagogic science and its application as an art, certainly is not eligible to the class of certificate that should be evidence of at least a willingness and a desire to learn what others in his field of labor are thinking and doing. The great majority of the teachers with whom I come in frequent contact are fully alive to the value of a liberal course of professional reading and study, but occasionally I encounter one who takes no educational journal, and has never read a single book on the theory of teaching or school management, except possibly to scan in a hasty and perfunctory way some author who can give him sufficient theory to answer sixty per cent. of the questions in a county second grade examination. Such teachers should remain second class, unless they possess enough originality to formulate a good system of their own, and do skillful work, not because they ignore the help of the accumulated experience of the ages, but in spite of it. The self-sufficient teacher is usually one of very moderate skill. So much for the teacher's acquaintance with the broad general laws governing his profession, but in addition to this, so necessary to even intelligent *beginnings*, there must be the desire for growth, and development, commonly called the progressive spirit. By this much used and frequently abused term, I do not mean the restless, unsettled tendency to change with the mistaken notion that change is always progress. The distinction must always be rigidly drawn between the *evolutionist* and *revolutionist*; between him who is honestly and earnestly striving to advance steadily but carefully along safe and rational lines, and him who, with an itch for notoriety, is imbued with the idea that he must be continually making changes in his plans and methods in order to be advancing; that unless at very brief intervals he can show that he has discarded something *old* for something *new*, he is in danger of dropping behind the times and out of the procession; that the surest way to impress his official superiors and the general public with his skill, his ingenuity, and his ability to do *great* things, is to do *novel* things.

The danger lies in extremes here as elsewhere. The teacher should be open-minded, willing to see and welcome any new thought that is *better* thought, any new device more skillful than the best he already knows, and any method of professional procedure tested and shown to be in advance of the most successful heretofore employed; yet to be open-minded to truth should not mean openmindedness to the point of accepting every fad and fancy of the ultra progressive theorists, who are never happy unless they are keeping the whole system of educational thought in a per-

petual state of ferment and unrest, a condition of dynamic upheaval, leaving no time or opportunity for a patient, practical test of one scheme before another is proposed.

The teacher who moves quietly, steadily and yet forcefully along the path of real progress, between the two extremes of sluggish indifference and rash radicalism, is the safest to be selected for professional promotion.

The possession of natural gifts or capacities is an important item in summing up the teacher's qualifications, yet this is not a positive guarantee of the highest future efficiency.

We frequently hear the assertion "Teachers are born, not made." There is a grain of truth hidden in this proverb, but if this grain is relied upon to fill the whole measure, it becomes an empty fallacy.

Natural born geniuses are rare, and the most of them amount to little without the developing agency of hard work. I have never known anyone to be, in my judgment at least, a first-class teacher so long as he continued satisfied with his *original* endowments. We are all born with some natural aptitudes, some capacities more marked than others, but there is always left a good deal for the making. Permit me to assert then my belief that real teachers are both *born and made*, and that no teacher will ever reach first-class in practice who has not added to some natural aptness as an instructor and a disciplinarian, years of earnest, intelligent, purposeful preparation along the lines of this most difficult profession.

Much of this development may come in the course of actual schoolroom experience, but it must come, if ever, many years after birth. There is a pretty strong conviction in my mind that no teacher who plainly dislikes his work as a whole, or finds the majority of its leading phases distasteful, has ever been naturally endowed that way, and that every one who does like it has been originally inclined in that direction to some extent at least. Either the man or the woman who can engage in the work of teaching with an uncoerced earnestness is a likely candidate for first-class work and the certificate that testifies to such work.

The teacher must, in order to render service marked by any fair degree of sustained skill, possess what we frequently call in technical phraseology, *initiative*, which is only another name for originality. That quality or power rendering one capable of devising new methods, or new applications of old methods to meet the varying circumstances and exigencies arising in the every day experience of the schoolroom and its management; the ability, natural or acquired, to plan, arrange and execute with judgment and wisdom, where no exact line of procedure has been laid down to meet the conditions and demands of any and every particular situation. The teacher who can not face new and unforeseen emergencies with at least some degree of success; who cannot vary his methods to suit varying conditions, or adjust even old devices to fit fresh problems is too helpless and dependent to do first-class work, even when supplied with a cut-and-dried formula for every probable schoolroom task and difficulty.

I recall a teacher whom I found instructing a primary class in what I thought a very unskillful way. I took the class, and in her presence taught the lesson by a plan which I thought better. Some months after I saw the principal of the school, a very wide-awake lady, and asked her how her assistant was progressing. Her reply was, "She seems willing to work, but do you know she has taught the subject on which you gave the lesson precisely as you did, with hardly the slightest variation ever since?" That teacher had no initiative, no originality, and these qualities should at least to a moderate extent be possessed by any teacher before she is allowed to step over the line between second-class and first.

The ability to systematize work is indispensable in the school. The teacher should have a schedule of each day's proceedings arranged in such order as to secure the best results with the least confusion and friction; to do the most work with the smallest possible waste of energy to both pupils and teacher. He should know how to arrange his program to accord with the physiological laws of bodily energy, and the psychologic laws of attention and concentration, doing the hardest labor at periods when physical and mental vigor are greatest, and presenting the less exacting studies when these powers are at a minimum.

The schedule should, however, be the teacher's servant, not his master, and should simply be the expression of his best judgment as to time and succession of recitations and all other exercises. Some teachers imagine they can do just as good work without any fixed order, outline or plan, but I never knew one to succeed in his teaching or his general management who failed to have some regard for time, place and order. The haphazard style of management may keep one busy, much more so in fact than an orderly system, but busy in the way that excites, confuses and irritates, breeding more distraction than attention, making more noise and confusion than progress. The teacher who leaves the movements of the classes to the impulses of the pupils, without direction or control, will never be able to give first-class instruction, or to form correct habits as to neatness, order and methodical activity. Recently I was in a school where a large third grade was called up to recite. Instantly there was a rush and scramble, every pupil trying for first place in class; result, a disorderly mob. I taught that class, and I trust its teacher, *a method* of going to recitation; but a teacher so lacking in the fundamental principle of systematic manipulation must rank second until the art of orderly movement has been learned and utilized in the daily routine of the school.

The proper function of the text-book is a matter upon which the minds of teachers should be clear. Some teachers use the text-book too much, others too little. In my humble judgment it is a poor instructor who cannot and does not both *add to*, and *subtract from* the subject matter of the book as occasion demands. I have known teachers who were slaves to the printed text, not very effective with it, and utterly powerless without it. Their teaching may be called the *verbatim type*, strictly limited to

the book in hand, no information, no illustration, no inspiration drawn from beyond one source to enrich the recitation; but most lamentable of all results in this connection is the conviction fixed in the pupils' minds that the one text in their hands contains all there is to be said or learned of the subject under consideration. Such narrowness may in its unwitting ignorance lay claim to first-class skill, but I feel sure that few superintendents will stop short of a test that shows them whether or not the claimant can do more than render pupils letter-perfect in the prescribed text.

The teacher who does not know that the history, the geography, or the arithmetic is to be used merely as a guide, as an aid, as a suggestive outline, as a nucleus so to speak, about which he and his class are to gather additional knowledge, thus enlarging and developing its central and fundamental facts into greater and more far-reaching systems of truth, has a professional vision too circumscribed to reach the higher levels of his art.

On the other hand the teacher should know how to omit unimportant and irrelevant parts of the text, instead of wasting valuable time on superfluous matter. The ability then to add, omit and substitute should form part of the equipment of the first-class teacher. The watchful supervisor will, however, be on the lookout for those who, with an abnormal amount of self-sufficiency, boast their independence of all guides. I call to mind just one teacher who could not find, in Harford County at least, a single text that measured up to his exalted estimate of himself. Every skillful teacher knows the legitimate place and function of the text-book, and can use it effectively without abusing it.

*Industry* is a quality absolutely indispensable in the physical and mental make-up of the teacher. All knowledge, all skill, must forever lie dormant until roused into life by the vitalizing touch of willing, vigorous, enthusiastic work. To do as much, not as little as possible, is the ambition of the acceptable laborer. To labor at our tasks, oblivious of the flight of time, and to be unsparing of our energies and our sacrifices is to give the highest, noblest service.

He who works by the clock for *system* is methodical, but he who watches it, wishing that it speed the hour of release from hated toil, or mark the exact moment when the *letter* of the law permits him to stop, is the man, who like the Pharisee is more concerned about the *letter* than the *spirit* of his contract. To the faithful servant, willing to do even more than his legal duty, promotion comes as naturally as liquids find their level.

He who simply hears lessons, who moves sleepily through the day, the week and the year, deep in rut and routine, is *lazy*, and unworthy of either professional recognition or promotion.

The personality of the teacher is a topic so much discussed that it may seem trite at this stage to mention it, but so long as there are *teachers* and *teachers*, the question of personality will be a vital one. It would

seem a superfluous proceeding to discuss before this body of superintendents the qualities of personality either *weak* or *strong*. These characteristics are more easily *seen* and *felt* by the supervisor than *described*. In every school room we are conscious of either a strong, pervasive, masterful presence, or a weak, vacillating, negative one; a personality at once vigorous, resourceful, vigilant, tactful, magnetic; or dull, insipid, uncertain, purposeless, indifferent. The former attracts, holds, sways, stimulates, educates; the latter repels, loses attention and control, and performs all work in a mechanical, routine, perfunctory way. The first mentioned qualities should be recognizable to some extent at least in the holder of a first-class certificate, while no one whose teaching is characterized by their opposites should expect higher than second. The alert superintendent will study the personal bearing, voice, manner, of the teacher, looking for the eye that controls, listening for the voice that charms, interests, enlightens, and seeking for evidence of a reserve power exhaustless, and always ready to be called into action; and when he has found these, he need no longer hesitate as to his classification.

The question of discipline, being so inseparable from the teacher's personality, may very appropriately be discussed in this connection.

It is a generally accepted principle that good teaching is one of the chief elements of good discipline, yet I sometimes meet teachers, who, I firmly believe, would be excellent instructors if they could throw off the terrible incubus of dread that at any moment some girl may become sulky and impertinent, or some boy defiant and rebellious. The ability to teach well does not always mean skill to control, hence it is necessary that this distinct quality exist in the teacher if he is to command the highest respect and obedience of his pupils. The experienced supervisor needs to remain only a brief time in the schoolroom to discover either the spirit of order or that of confusion; the atmosphere of deference and obedience, or that of disrespect, impertinence, insubordination. Some pupils will defy all rules and all teachers, but few will resist either the requests or commands of one, who by a masterly union of gentleness, kindness, and firmness, wins the love and compels the admiration of all who come under such influence. In addition to a decided aptness in imparting instruction, the teacher should possess distinctive force as a disciplinarian, otherwise the best efforts to teach will be almost futile. The ability to control without undue assertiveness; to have order without continually talking about it; to command respect without demanding it; to subdue the restless, noisy, boisterous spirit by a quiet, deliberate manner, free from all bluster, anger or harsh intimidation, is imperatively necessary to first-class management, and first-class teaching. The skillful disciplinarian avoids both extreme leniency and extreme severity; is neither over indulgent nor over exacting; is never spasmodic in the matter of order, but always maintains a strong, steady, consistent uniformity, which never fails in its appeal to the reason and sense of justice existing in every school.

I am reminded of a teacher who aroused the dislike and just indignation of pupils by the changeable and spasmodic character of the discipline, noticing and prohibiting *nothing* one day, but seeing and punishing *everything* the next. The teacher should not only be able to instruct, but should be capable of instructing so well, that the thought of pupils will be chiefly occupied with other things than disorder. He should be able to teach well as an aid to government, and able to govern well that he may teach without interruption. It must not be forgotten, however, that good teaching and good discipline are pretty close companions, and one is not often seen without the other, hence the first-class teacher should possess at least an appreciable degree of skill in both.

One further thought growing out of my own experience in classification, is I think of sufficient importance to justify its expression here: it is not often, if ever, safe to raise a young teacher from second-class to first until he or she has shown the ability to do successful work in different schools, different communities, and under changing conditions. To have sufficient energy, skill, and diplomacy to manage a school of given size and character in one neighborhood, is not proof that with changed surroundings, and many new conditions, the same teacher will succeed. Young teachers frequently say to me, at the end of the first year, "My work has been satisfactory this year, won't you try to get me a larger school next year, and make me first-class?"

"Most assuredly," I reply, "I will do anything I can consistently do to give you the opportunity to show what you can do in a larger and more responsible position, but the advance in classification must be delayed until I have seen you work in that larger field." If, however, a teacher shows ability to control and render good professional service in two different and differing communities, with all the adjustments and readjustments which the change requires, such success is to my mind a pretty strong reason for taking into serious consideration an advance in classification. I would fix no more time limit for this change. Some teachers begin to do first-class work very soon, others require years and still others seem hopelessly limited to the lifeless monotony of a changeless routine that fixes a limit to all progress.

In my effort to lay down some principles on which superintendents should base their classification, I have aimed to make clear the point that teachers should possess the qualifications enumerated to at least a degree that will bring their work into conformity with commonly accepted methods. I have also tried to keep in mind that I was discussing minimum, not maximum, qualifications. It is impossible within the limits of this paper and of my time to enter into details as to methods. I therefore hope that this discussion of a few broad, general principles in a somewhat cursory way may call out the views of others.

## HIGH SCHOOL TEACHERS' ASSOCIATION.

A meeting of the High School Teachers' Association was held on Wednesday afternoon. The minutes of the meeting are here given:

The first regular meeting of the High School Teachers' Association in the year 1909 was held at Mt. Lake Park at two o'clock, June 30, in the Hall of Philosophy. About twenty-five members were counted. In the absence of the President and Vice-President, Mr. Galbreath, of Harford County, was appointed chairman pro tem.

The session was given up to a discussion of the majority and minority reports of the committee appointed to consider the time of meeting.

Mr. Caldwell presented the majority report as follows:

Report of committee on "Time of Meeting" appointed by the President as directed by the Association at its December meeting, 1908.

The committee makes the following recommendations:

(a) That for the year 1909 the mid-winter meeting of the Association be held on the Monday, Tuesday, Wednesday of Thanksgiving week—November 22-24, inclusive.

(b) That beginning with the year 1910 the Association adopt the plan of having a five days' High School Teachers' Institute during the first week of September each year.

Respectfully submitted,

HERBERT E. AUSTIN,  
HUGH W. CALDWELL,

*Committee.*

Mr. Hill gave the minority report, which contained the following plan:

(1) That there should be a mid-winter meeting held in the evening, at which time there should be a banquet, followed by a business meeting.

(2) That a week of Institute work be held at a time when the State Teachers' meeting should be in session.

Among some of the difficulties raised regarding the majority report was that some of the county school boards would only grant one day off during the winter; that the first of September was impossible, as some of the high school teachers were needed in connection with the Institute work of their own county.

Dr. Stephens, when called on for his opinion, said the ideal time was the first of September if the boards would grant it, but as they would not, there was really no use in voting for that. He suggested that the mid-winter meeting be given up to observation and social enjoyment, and that the High School Teachers' Association ask the State Association to give up a day or afternoon to them in order to have section meetings.

Another idea presented was that of meeting during the winter in some place outside of Baltimore and Washington, and visiting the high school

of that locality. In regard to this, Dr. Stephens stated nothing would be more profitable to a high school than to know a year ahead that the Association would visit it.

Mr. Holloway suggested the Manual Training Teachers' Association ought to be included in the High School Association and have their meetings as a part of this.

Informal invitations from Denton, Salisbury and Cumberland were received.

After this the minority report was adopted.

Upon further discussion Mr. Handy moved and seconded that this report be reconsidered.

When the necessary motions had been made, the minority report, with the following changes, was then accepted and adopted:

(1) That the mid-winter meeting of the Association be as formerly for one day, and confined to social and business matters and visiting of schools.

(2) That for instruction in, and discussion of, high school problems, institute work be arranged in conjunction with the State Association work in the summer.

(3) That a committee of three be appointed to confer with the Executive Committee of the State Association in making arrangements for high school work on the program.

HOWARD C. HILL,  
*Member of Committee.*

The chair appointed Messrs. Handy, of Easton; Porter, of Belair, and Hill, of Cumberland, as the committee.

The meeting then adjourned.

ROSA BALDWIN,  
*Secretary.*

#### SCHOOL COMMISSIONERS.

The School Commissioners held a meeting on Thursday afternoon in connection with the County Superintendents' meeting. "School Legislation—What Next" was discussed, Mr. George H. Lamar, of Rockville, acting as leader.

#### PAPER READ BY SUPERINTENDENT JOHN P. FOCKLER, OF WASHINGTON COUNTY, AT THE MEETING OF THE COUNTY SUPERINTENDENTS.

#### THE SUPERINTENDENT'S VISIT.

Visiting schools by the superintendent is becoming a recognized function of all public school systems.

He is now considered the head and front of all school work and especially all work pertaining to supervision, and I believe it is recognized

by all school boards of the land. He is now being regarded by all aggressive school boards as the counselor of all educational questions. A school board should no more feel free to ignore his counsel than they would feel free to ignore the advice of their attorney on legal questions pertaining to the school system.

The school law of our State makes it mandatory that the superintendent visit the schools of his county a certain number of times each year, requires of him to observe the methods of the teachers, to give them such practical suggestions as circumstances may prompt, to examine the pupils in the schools as to their proficiency in the grades, to which they have been assigned, to inquire into all matters of discipline and management of the schools, to advise and assist the teachers in regulating the same according to law.

In his official visits to the schools he is required to examine the condition of the school houses, school grounds, fences, outbuildings, furniture and text-books; to suggest methods for improving and beautifying the school grounds, to warming and ventilating the school houses, to decorating the walls, to forming school libraries, and make a memorandum of all the aforesaid as a record for the office.

There are two kinds of duties expected of the school superintendent, namely, executive acts and supervisory works. His executive duties involve so many things that I will not undertake to enumerate them in this paper. So long as the executive and supervisory work of the superintendent devolves upon one man, the duties of supervision should be held as of the greater importance.

There are many things that claim the attention of the superintendent from an advisory standpoint in visiting a school; the discipline, general order, the spirit of the teacher and pupils, the care of the school property as well as methods of instructions, and progress of the lessons. These should all be taken into account in his official visits.

His work as an inspector and adviser ought not to be looked upon by the teacher as a species of detective work, but his visits ought to be welcomed as those of a friend, who comes to help and not to find fault. Criticism, if made with the proper motive and in the right manner, will be kindly received by the earnest teacher.

His visits to a school ought not to be as a stranger or a guest, but as an observer and helper. It is the bounden duty of the superintendent to ascertain what is being done in each and every school, as an observer, is sure to be prominent in the teacher's mind, as a helper should always be in the superintendent's mind. His relation with the teacher should be of such a character that he is welcome. He should be regarded as a friend, who always brings help and inspiration by the faithful and wide awake teacher. In observing the teacher's work and surroundings it need not be made conspicuous. If it appears so it is sure to defeat its object and bring about an abnormal condition in both children and teacher and renders the observation valueless. The superintendent should enter the room

quietly—in apparently an unconcerned manner; greet the teacher courteously and if possible without disturbing the exercise; engage superficially into a brief, but pleasant conversation, to put the teacher at ease. observe what is going on, such as the conduct of the pupils, the condition of the room, the teacher and recitation. By this means, the teacher maintains her equilibrium and you get on friendly terms with the teacher and children. Enter into the spirit of what they are doing. There is a danger of a wrong conclusion if he takes entire charge of a class and the school and entirely relieving the teacher.

At this point permit me to state a case of my own experience.

Several years ago a young man, a graduate of a State Normal School, was appointed principal of a graded school. The trustees had asked me what I thought of him for the position before they made the appointment. I told them that I knew very little about the young man, but that I was somewhat doubtful as to his ability to assume the duties of the principaship of the school, but finally said they should try him, that I might be mistaken.

When visiting schools in that part of the county I stepped into his school, greeted him politely and spoke a few words to him in a careless way. Quietness and serenity seemed to permeate the room. This teacher was conducting a recitation in physiology; the class was composed of seven or eight pupils in the seventh grade. I saw at a glance that he was very much embarrassed. I took the class, without hesitating, to relieve the situation. The class seemed to be interested and the members were especially communicative. I became very much interested in the lesson and spent a longer time than usual, left the room feeling that I was agreeably surprised and all seemed to be satisfactory.

Some time after I chanced to meet two of the trustees of that school, who said, "we have a failure in the principal of our school, and a complete one." On questioning them I found it was in discipline. For my own satisfaction I made another visit and kept entirely aloof from the class and apparently kept interest in the background, took a seat in the rear of the room, looked over some papers I had in my pocket.

It was true he was a failure in discipline. He could not command the respect of the pupils. He was conducting a recitation; they questioned his explanation, contradicted him and showed disrespect generally. He resigned his school at the end of the year and I am pleased to say that he has a good position in another field of usefulness.

A superintendent has no right to humiliate a teacher by reprimanding or exposing her weakness before the pupils. If, however, her work is unsatisfactory, she should be invited to a private conference at which the defects should be faithfully pointed out. The conference should be tactfully conducted, with the exposition of sincere kindness and this should only be done with teachers who may have promise of improvement. There are some that there is no hope for. In the first place it seems to me that it is a mistake to criticise this class of so-called teachers severely

when it is morally certain that they can not or will not improve. Such criticisms only serve to create the impression that the superintendent is prejudiced against them and if they are finally dismissed the matter will arouse unnecessary feeling and antagonism. It is not wise to discuss a surgical operation with the patient before performing it; it only increases the suffering. If the superintendent commands their respect the best way to criticise inefficient teachers is to say nothing about them and their work, but simply commend as strong as he can the work of efficient teachers. This is a mode of criticism that accomplishes a number of points.

First. It is a matter of justice to good teachers, encourages and makes them loyal.

Second. It secures the good will of their friends.

Third. It serves to arouse poor teachers if they are worth arousing at all.

Fourth. It makes them absolutely helpless. They can not with any grace complain because they receive no praise. The worst charge they and their friends can bring against the superintendent, that he left them alone.

Fifth. If they are dismissed it can not be made appear that it is done from any prejudice.

The time may seem long to worry with inefficient and poor teachers, "patience may cease to be a virtue," but it will finally bring the reward. We see them being dropped each year of our work.

In visiting schools, in going from one to another, take the opportunity of commanding a certain teacher for her tidy school room, to the other for her good order, for her clean school ground, for her clean school furniture, for having the stove clean and shining, for careful book reports, for condition of books, for having her boys and girls busy, for splendid oral examination, for the interest she has aroused in the patrons, for the successful Maryland Day, these serve as a stimulant to those who are careless and indifferent and also serve splendidly to improve conditions.

The superintendent should take time to look over the school property with the teacher and suggest improvements that could be made by a little effort upon the part of the teacher and trustees. If I want some repairs done to a school property when the trustees are inactive and careless, I make it suit to have a talk with the teacher, especially if a male one, on my visit and get him interested in my proposition and ask him to look after it. They always respond and in this way I am able to have repairs done promptly, better and more artistically than by the average trustee.

The superintendent should talk to the younger and inexperienced teachers relative to the values of school virtues, namely, neatness, accuracy, silence, industry, truthfulness, regard for duty, politeness, and this is very important and brings good and fruitful results.

And lastly the best service the superintendent can render his teachers is to arouse their thinking—to direct it—and to stimulate them to do their

work with enthusiasm. He can do this only by visiting the school, giving the teacher individual, private help, and that only incidentally, as there is no time to give them instructions in the methods of teaching the various branches and in the principles underlying them.

His work is that of an inspector of schools, although the superintendent ought to be willing and ready to illustrate points which he finds necessary to criticise. The superintendent should be very careful in making severe criticisms; in very many cases it is trying to keep from it. The question comes to every one of us, "How are we to deal with poor and inefficient teachers who are pedagogically past redemption?"

The great aim of every superintendent is to secure the best work that can be secured from both efficient and inefficient. This is a question that confronts all of us, "How this is to be done with the least friction and antagonism." This is our individual problem to solve.

#### REPORT OF JAMES W. THOMAS, CHAIRMAN OF THE COMMITTEE ON "TEXT BOOKS IN HISTORY."

*To the School Commissioners and County Superintendents' Association—Gentlemen:*

The committee, appointed at your last meeting on "Text Books in History," through James W. Thomas, its chairman, respectfully reports: That after mature consideration your committee deemed it wiser not to attempt at this time to get a new History of the United States written and published because of the many and complex difficulties incident to such an undertaking, but to select from the works now before the public, the one that could be most easily revised and then endeavor to get its author and publisher to make the revision. It further reports that, after a careful analysis of the subject, Thompson's History of the United States was the one that commended itself most strongly for consideration, not only because the changes required were less numerous and less radical, but because of the general tone and character of the work. A prolonged correspondence with Mr. Thompson, its author, and D. C. Heath & Co., its publishers, and a lengthy personal interview with the former, resulted in obtaining, ultimately, a concession of the correctness of our position, and also an agreement to modify the work substantially in accordance with the recommendation of your committee, except as to a few matters, not perhaps essential, and which, for mechanical reasons, could not be materially altered. They further promise to have this work ready for use at the beginning of the ensuing scholastic year. Your committee further desires to say that this book, when modified as its author and publishers have agreed to do, will be, as it goes, a fair and impartial and truthful history, not only a greatly improved work, but one of decided merit.

In the matter of the "Primary United States History," your committee is at this time only prepared to report progress, and to say that it has

reasonable expectations of being able to submit to you the result of its labors at a very early date.

Respectfully submitted,

JAMES W. THOMAS,

*Chairman.*

#### REPORT OF COMMITTEE ON PHYSICAL TRAINING.

During the year your committee has had three meetings at which the whole subject of physical training was thoroughly discussed. We feel that we cannot do better than reiterate our report of last year with some more specific recommendations.

In Baltimore City some attention is paid to physical training in the primary grades, but no definite scheme so far as we can learn, prevails in regard to the matter in the secondary schools.

In some of the county high schools there is, at least, a show of physical training, but in the rural schools it is neglected altogether. There is a hoary fallacy that country children do not need special attention in regard to their physical development. Fresh air and sunshine, together with their more natural way of living, may compensate, to an extent, for our criminal neglect, but it is none the less true that the children would be better in every way if we displayed as much intelligence in training their bodies as we do in the cultivation of their minds. Without argument, we shall proceed at once to certain practical recommendations.

1. That, at least, one fifteen-minute period each day be devoted to physical training in each class or in such combinations of classes as may be feasible.

2. That the teacher devote the time of one recess period each day to directing the play of the children and to teaching them new plays. The folk games and dances are specially attractive and may be made to involve every child, which is far better than to develop athletes in special performances.

3. A physical director in each county to instruct the teachers at stated intervals in the various phases of physical training and to correct incipient deformity and incorrect attitudes before they become fixed habits in the children.

We are aware that the last suggestion will call for a slight additional expense, but when compared to the incalculable good that will come from it this need cause no anxiety. This committee is not advocating a fad. We feel that it is far more important that a child come out of school with a good body than to have the rarest skill in making Indian baskets or worsted mottos. While we pay the tithe of mint and annis and cumin, we should not omit the weightier matters of the law, judgment, mercy and faith; these ought we to do and not leave the others undone.

We are in accord with the best thought upon the subject when we insist that not only does physical training raise the standard of scholarship, but it develops the moral character as well. He who teaches a child a new game or turns work into play, is indeed a benefactor.

The ideal condition suggested by our third recommendation may not be attained at once, but the individual teacher may accomplish great things by becoming acquainted with the literature of the subject. Of the large number of books available we would recommend the following: "Bean Bag and Rubber Ball Games for Indoor Work," by Professor C. F. Schultz, Supervisor of Physical Training for Baltimore, published by the author; "One Hundred and Fifty Gymnastic Games," compiled by grades of Boston Normal School of Gymnastics, published by George H. Ellis & Co., New York; "Two Hundred Indoor and Outdoor Gymnastic Games," by Marie Frey, Friedenker Publishing Co., Milwaukee; "Gymnastic Stories and Plays for Primary School," by Rebecca Stonerod, published by D. C. Heath & Co., Boston, Mass.

The best books on the folk songs and dances are those of Marie Reuf Hofer, but they require some musical ability.

ROWLAND WATTS,  
INDIA ROWLAND,  
IDA MASON COX,  
*Committee.*

The Association is empowered by law to confer the degree of doctor of pedagogy. It used this power for the first time several years ago to give the degree to former Superintendent Chaplain, of Talbot County. At this session the power was used for the second time, and the degree of Pd. D. conferred on Mr. Edmund D. Murdaugh, who had recently resigned the principalship of the Frostburg State Normal School. The following letter needs no further comment:

STATE UNIVERSITY SCHOOL,  
EDMUND D. MURDAUGH, PRESIDENT.

July 12th, 1909.

*To the Members of the State Teachers' Association for Maryland:*

LADIES AND GENTLEMEN:—Two thousand miles away from the home in dear old Maryland, the daily press tells me of your very kind and extremely complimentary action at the recent session of the association at Mountain Lake Park.

Without waiting for official notification, I wish, immediately, to tell you how much this action has touched me, and how very grateful I feel for the bestowal of this unmerited honor. Maryland, her people, her schools, and her teachers will ever be dear to me, and her interests will be in my

heart as my own. I do not know that I shall ever again be able to serve her. Be that as it may, I shall ever look back with love and tenderness to all of the old and happy associations.

Looking forward with hope and trust to a bright future for you and the interests committed to your care, and thanking you warmly from the depths of my heart, believe me, most gratefully,

EDMUND DANDRIDGE MURDAUGH.

[Copy of open letter sent to Mr. Gambrill to be published in the Atlantic Educational Journal for September.]

## Maryland State Teachers' Association.

List of Members State Teachers' Association for 1909.

### ALLEGANY COUNTY.

- Agnes T. Davis, Frostburg.  
O. H. Bruce, Westernport.  
Carrie Hepburn, Westernport.  
Maude Poland, Westernport.  
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Anna Wagner, Westernport.  
Mary E. Ford, State Normal School.  
Lillie Compton, Cumberland.  
George W. Craig, Frostburg.  
Edith Wentling, 216 Baltimore Ave.,  
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Mary Hanna, Westernport.  
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Nina De Haven, Corrigansville.  
Lizzie Myers, Lonaconing.  
Williot Houck, 107 Bedford St., Cum-  
berland.  
Nellie V. Boward, 107 Bedford St., Cum-  
berland.  
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Mamie F. Richmond, Lonaconing.  
Daisy Cline, Lonaconing.  
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land.  
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Margaret Krause, Frostburg.  
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 Rosa Baldwin, Annapolis.  
 Anna Dodson, Waterbury.

## BALTIMORE CITY.

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 Camilla Henkle, State Normal School.  
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 E. H. Gemmill, 12 E. Fayette St.  
 Prof. Rowland Watts, 2846 N. Calvert St.  
 J. Montgomery Gambrill, 311-319 Courtland St.  
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 G. A. W. Bell, 107 Liberty St.  
 Dr. Henry West, School Board Building.  
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 Mary E. Holmes, 512 N. Carey St.  
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 Sarah McDevitt, School No. 5.  
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 Charles W. Byrn, 1005 Harlem Ave.  
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 R. M. Browning, 21 W. Fayette St.  
 C. S. Catherman, Charles & Fayette Sts.  
 Mrs. W. A. Houston, 1005 Union Trust Bldg.  
 W. A. Houston, 1005 Union Trust Bldg.  
 Prof. Charles F. Raddatz, Baltimore City College.

Edward Reisler, 3407 Walbrook Ave.  
 Irving L. Twilley, Polytechnic Institute.  
 M. O. Linne, Baltimore City.

Mary H. Scarborough, State Normal  
 School.  
 Minnie Davis, State Normal School.

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 Bradley K. Purdum, Hamilton.  
 R. Brent Crane, Upper Falls.  
 Supt. E. H. Read, Parental School, Gil-  
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 St.  
 S. M. Shoemaker, Eccleston.  
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Theresa Weidefeld, Hamilton.  
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 Caroline Peilert, Bengies.  
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 Ave., Hamilton.  
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 Mrs. M. L. Ireland, Davis Wharf.

M. Susie Magruder, Solomon's.

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 Lucy Smedley, Denton.  
 Nan L. Mildren, Denton.

Addie L. Wilson, Denton.  
 Nellie Johnson, Denton.  
 Mary E. Butterworth, Greensboro.

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 Emory E. Ebaugh, Helden Ridge, Pa-  
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 Dr. S. Simpson, Westminster.  
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 Bessie Rawlings, Rising Sun.  
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 Mary E. Clark, Cecilton.  
 Mary C. H. Walters, Chesapeake City.  
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 Mary L. Budd, Chesapeake City.  
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 Carrie M. Woodrow, Colora.  
 A. Alline Atkinson, Rising Sun.  
 Sara R. Miller, Colora.  
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 Lora White, Rising Sun.  
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 Elizabeth Mackey, Fair Hill.  
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 Lily M. Todd, 108 Church St., Cam-  
 bridge.

- Susie V. Hurlock, 108 Church St., Cam-  
 bridge.  
 Annette Martin, 108 Church St., Cam-  
 bridge.  
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Susie Collins, Hurlock.  
 Caphronia Collins, Hurlock.  
 Rita L. Cater, Lloyds.

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 Cyrus C. Biser, Frederick.  
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 Oscar B. Coblenz, Frederick.

Lillian S. Hedges, Brunswick.  
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 Janet Ayres, Swanton.  
 Oma Lohr, Swanton.  
 Alberta Saunders, Swanton.  
 Eva Longridge, Swanton.  
 Alice Wolfe, Swanton.  
 Eve Welch, Elder.  
 L. F. Green, Selbysport.  
 Hattie Liston, Selbysport.  
 W. L. Thomas, Friendsville.  
 Cylus J. Feik, Friendsville.  
 Taylor Friend, Friendsville.  
 C. C. Cathcart, Grantsville.  
 Rose Callaghan, Grantsville.  
 Cora Bender, Grantsville.  
 Julia Kerins, Grantsville.  
 Gertrude Richter, Grantsville.  
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 Margaret Kerins, Sutton.  
 Mildred Baker, Elk Lick, Pa.  
 Savilla Bender, Grantsville.  
 Lizzie Opel, Grantsville.  
 Olin Coleman, Grantsville.  
 Esther Fazenbaker, Bittinger.  
 Margaret Kerins, Bittinger.  
 T. C. Bittinger, Jennings.

Mary Laffey, Jennings.  
 Pleasant Howard, Bloomington.  
 Hazel Poland, Bloomington.  
 Blanche Chance, Westernport.  
 G. F. Smith, Bond.  
 N. K. Welch, Accident.  
 F. B. McGettigan, Accident.  
 John Geis, Accident.  
 J. C. Meyers, Accident.  
 Anna Snyder, Accident.  
 Lizzie Opel, Accident.  
 Bina Rush, Accident.  
 C. J. Hanft, Keyser.  
 Letitia Rush, Keyser.  
 Arthur Schlowsnagle, Accident.  
 Margaret Snyder, Accident.  
 Ada Lewis, Cranesville, W. Va.  
 Emma Hamill, Hoye.  
 S. K. Welch, Sang Run.  
 Ross Durst, McHenry.  
 R. C. Turney, McHenry.  
 Mabel Thayer, McHenry.  
 Joseph E. Browning, Sang Run.  
 Mary Browning, Sang Run.  
 Anna M. Deberry, Mountain Lake Park.  
 Rose Wilson, Mountain Lake Park.  
 Anna Mason, Mountain Lake Park.  
 Rella Pope, Oakland.  
 Cora Weimer, Oakland.

J. S. Gnagey, Oakland.  
 Merl Fowler, Oakland.  
 Lily Weimer, Mountain Lake Park.  
 Laura Weimer, Oakland.  
 Blanche Inskeep, Wilson, W. Va.  
 Lloyd K. Fike, Oakland.  
 Anna Bell, Gourmania.  
 Ignatius White, Bayard, W. Va.  
 W. R. Sollers, Oakland.  
 Clara Little, Oakland.  
 Grace E. Browning, Oakland.  
 Mabel Porter, Frostburg.  
 A. W. Dewitt, Deer Park.  
 Mary O'Donnell, Deer Park.  
 Alma L. Turney, Deer Park.  
 W. O. W. Paugh, Deer Park.  
 Bridget Maroney, Deer Park.  
 Nell White, Deer Park.  
 Ellen Kerins, Barton.  
 Margaret A. Smith, Barton.  
 O. C. Robeson, Lonaconing.  
 E. S. Brenneman, Bittinger.  
 Vernie Schrock, Accident.  
 Ida Bowser, Bittinger.

Carrie Horchler, Grantsville.  
 Mary Poland, Grantsville.  
 Clarence D. Bittinger, Grantsville.  
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 Nellie Stanton, Kitzmiller.  
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 Maude Browning, Oakland.  
 E. A. Browning, Oakland.  
 J. Brenniger, Oakland.

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 Sallie P. Galloway, Havre de Grace.  
 M. Nellie Barrow, Havre de Grace.  
 Jennie W. Cullen, Havre de Grace.  
 Alice J. Glackin, Pylesville.

Charles T. Wright (Superintendent),  
 Bel Air.  
 A. F. Galbreath, Darlington.  
 H. P. Porter, Bel Air.  
 Bessie Zimmerman, Norrisville.

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 Ella M. Merritt, Ellicott City.  
 Minnie Murphy, Ellicott City.  
 Etta B. Hanigan, Mayfield.  
 Emma E. Shipley, Lisbon.  
 Mamie Scott, Ellicott City.  
 Ida M. Brian, Ellicott City.  
 Anna Linthicum, Ellack.

Mrs. Emma E. Maxwell, West Friendship.  
 Katharine Warfield, Simpsonville.  
 Harry B. Hoshall, Ellicott City.  
 Colonel Powell, Ellicott City.  
 Elizabeth E. Linthicum, Ellack.  
 Emma E. Shipley, Woodbine.  
 Woodland C. Phillips, Ellicott City.

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Marie R. Camp, Rock Hall.	Julia Nicholson, Chestertown.
Milton Melvin, Chestertown.	Sophie Miller, Lynch.
Emma F. Davis, Chestertown.	Elsie Eisenbrandt, Locust Grove.
Florence M. Jewell, Worton.	Leola Graves, Rock Hall.
Annie W. Melvin, Mellington.	J. Thomas Kendall, Norton.

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Grace E. Birgfeld, Linden, Box 24.	Ida Sherwood, Deerwood.
Blanche B. Cramer, Gaithersburg, R. F. D. No. 5.	Isabel B. Jones, Brighton.
Sallie B. Brooke, Sandy Spring.	Elverta T. Rice, Rockville.
Ida P. Stabler, Sandy Spring.	Frances L. Horner, Rockville.
Mary C. Davis, Clarksburg.	Roberta Higgins, Rockville.
Elizabeth L. Ford, Rockville.	Frank Pearce, Corners.
Clara B. De Muth, Rockville.	Mary C. Kelly, Garrett Park.

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Ida M. Jacobs, Laurel.	Frederick Sascer, Upper Marlboro.
Florence E. Suit, Forestville.	E. S. Burroughs, Clinton.
M. Blanche Mudd, Landover.	Rev. P. G. Minnehan, Clinton.
Alice McCullough, Laurel.	Emma E. Burton, Laurel.

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Eva Spry, Templeville.	Mary E. Cockey, Stevensville.
Joseph E. Green, Church Hill.	Ida M. Dodd, Carmichael.
C. H. Cordrey, Queenstown.	Anita Butler, Queenstown.
Anna Sharks, Ridgely.	James P. Noble, Centreville.
Emma McKnett, Templeville.	A. Ethel Price, Queenstown.
Barbara R. Harley, Centreville.	John T. Bruehl, Centreville.
Mrs. Sallic J. Sparks, Sudlersville.	Ella Y. Seney, Price.
Susie S. Sparks, Sudlersville.	Graham Watson, Centreville.
Dr. A. E. Sudler, Sudlersville.	Naomi Crowl, Centreville.
Dr. John B. Benton, Kent Island.	
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Mary Q. Burch, Oakley.	Rosa I. Milburn, Maddox.
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Elizabeth Adams, Beauvue.  
 Elizabeth Davis, Loveville.  
 Lewis C. Thompson, Leonardtown.  
 Webster B. Herbert, Mechanicsville.  
 Maude M. Jarboe, Charlotte Hall.

Noema Wathen, Compton.  
 George W. Joy (Superintendent), Leon-  
 ardtown.  
 Dora Harrison, Charlotte Hall.

## SOMERSET COUNTY.

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 William H. Dashiell, Princess Anne.  
 Mrs. William H. Dashiell, Princess  
 Anne.

Addie W. Bradshaw, Deal's Island.  
 Mary E. Wilson, Princess Anne.  
 Sallie Conner, Marion Station.  
 Caroline Gunby, Marion Station.

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 Sydney S. Handy, Easton.

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 Mamie Morris, Salisbury.  
 Mary Hill, Salisbury.  
 M. Grace Darby, Salisbury.  
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 Blanche Owens, Mardella Springs.

Katie D. Holliday, White Haven.  
 Lucy J. Walter, Nanticoke.  
 Emma Caulk, Bivalve.  
 Ida Morris, Pittsville.  
 Lulu Wright, Pittsville.  
 C. H. Dye, Salisbury.  
 Chester S. Sheppard, Pittsville.  
 N. Price Turner, 205 Bond St., Salisbury.  
 Mrs. Clara M. Culver, Parsonsburg.

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 Daisy R. Wise, Berlin.

Katherine Pilchard, Pocomoke City.  
 Edgar McMaster, Pocomoke City.

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 Prof. John P. Smith, Sharpsburg.  
 Sarah Iseminger, Funkstown.  
 Anna L. Highberger, Sharpsburg.  
 Martha H. Lakin, Sharpsburg.  
 Anna H. Knode, Sharpsburg.

Mary F. Thomas, Hancock.  
 Emma V. Gsell, Clear Spring.  
 Loulia E. Shank, Clear Spring.  
 M. A. Yonkins, Weverton.  
 George A. Sites, Big Pool.  
 Anna C. Wolfersberger, Keep Tryst.

Grace A. Hill, Lydia.  
John P. Fockler, Hagerstown.  
George M. McBride, Boonsboro.

Laura C. King, 39 E. Franklin St.,  
Hagerstown.  
Maxwell Richards, Hancock.

## MISCELLANEOUS.

George D. Gideon, 1412 Arch St., Philadelphia, Pa.  
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G. P. Eckels, 7140 Kedron Ave., Pittsburgh.  
Dr. George Strayer, Columbia College, New York.

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Every effort has been made to guard against errors in the above list.  
Any omissions or mistakes in the address or spelling of a name should be reported to the secretary *at once*.

## Sessions of the Maryland State Teachers' Association.

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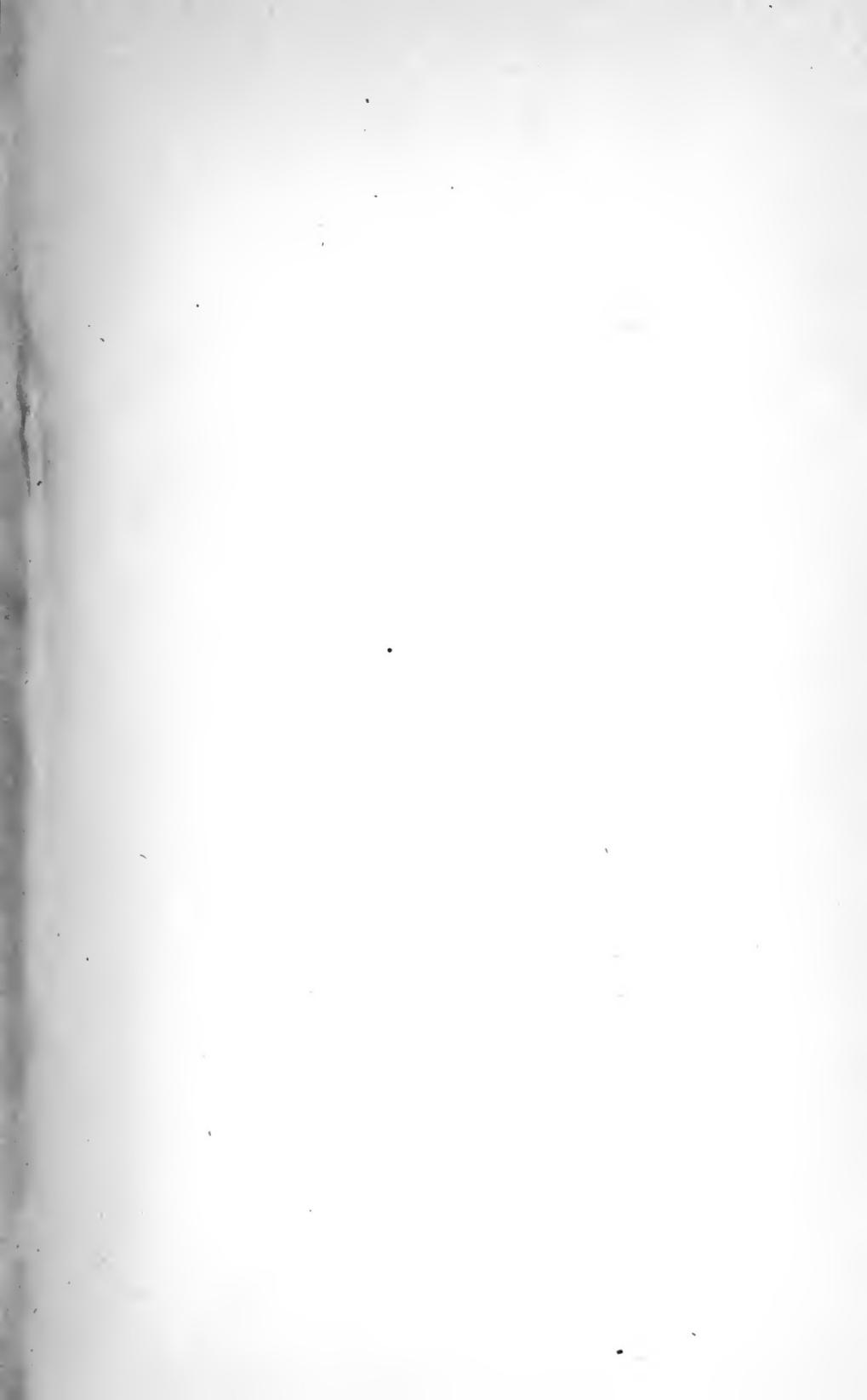
<i>Year.</i>	<i>Where Held.</i>	<i>President.</i>
1866.....1	Western Female High School.....	Baltimore.....T. F. Baird.
1867.....2	St. John's College.....	Annapolis.....T. F. Baird.
1868.....3	Western Female High School.....	Baltimore.....C. K. Nelson.
1869.....4	Western Female High School.....	Baltimore.....P. M. Leakin.
1870.....5	Hall, House of Delegates.....	Annapolis.....J. C. Welling.
1871.....6	Eastern Female High School.....	Baltimore.....W. B. Worthington.
1872.....7	Court House.....	Frederick City.....William Elliott.
1873.....8	.....	Hagerstown.....James M. Garnett.
1874.....9	Western Female High School.....	Baltimore.....D. A. Hollingshead.
1875.....10	.....	Cumberland.....William Elliott.
1876.....11	City College (1 day during N. E. A.) .....	Baltimore.....James L. Bryan.
1877.....12	.....	Easton.....T. F. Arthur, V.-P.
1878.....13	City College.....	Baltimore.....T. F. Arthur.
1879.....14	.....	Hagerstown.....P. R. Lovejoy.
1880.....15	.....	Ocean City.....M. A. Newell.
1881.....16	Frederick .....	Frederick City.....M. A. Newell.
1882.....17	.....	Cumberland.....A. G. Harley.
1883.....18	.....	Ocean City.....George S. Grape.
1884.....19	.....	Ocean City.....A. S. Kerr.
1885.....20	.....	Deer Park.....J. W. Thompson.

1886.....21	Blue Mountain House.....	Old Point, Va.....	F. A. Soper.
1887.....22	Mountain Lake Park (with W. Va. Asso.) .....	.....	P. A. Whitner.
1888.....23	Blue Mountain House.....	Bay Ridge.....	Lewis Ford, V.-P.
1889.....24	.....	Ocean City.....	H. G. Weimar.
1890.....25	.....	.....	W. H. Dashiell.
1891.....26	Blue Mountain House.....	.....	John E. McCahan.
1892.....27	.....	.....	James A. Difffenbaugh.
1894.....28	Blue Mountain House.....	Annapolis.....	Wilbur F. Smith.
1895.....29	.....	Deer Park.....	M. Bates Stephens.
1896.....30	Blue Mountain House.....	.....	Charles F. Raddatz.
1897.....31	.....	.....	E. B. Prettyman.
1899.....32	Chautauqua Beach.....	Ocean City.....	John F. White.
1900.....33	Blue Mountain House.....	Bay Ridge.....	L. L. Beatty.
1901.....34	.....	.....	Edwin Hebbden.
1902.....35	Blue Mountain House.....	Ocean City.....	F. Eugene Wathen.
1903.....36	.....	Ocean City.....	Joseph C. Blair.
1904.....37	.....	Ocean City.....	H. Crawford Bounds.
1905.....38	Blue Mountain House.....	.....	Arthur F. Smith.
1906.....39	.....	Ocean City.....	Dr. S. Simpson.
1907.....40	Jamestown Exposition.....	Norfolk, Va.....	Dr. James W. Cain.
1908.....41	.....	Ocean City.....	Albert S. Cook.
1909.....42	Mountain Lake Park.....	.....	Sarah E. Richmond.

HUGH W. CALDWELL,

*Recording Secretary.*





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